

# BIOLOGY 210: NUTRITION

## SYLLABUS – SPRING, 2025

### INSTRUCTOR INFORMATION



Dr. Heather Carrera

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Phone: 585-245-5569

COURSE-SPECIFIC OFFICE HOUR: FRIDAYS 3-4 PM, BY APPOINTMENT (OR SIGN UP FOR A DIFFERENT TIME TO MEET HERE:

[HTTPS://CASNUTRITION.YOUCANBOOK.ME/](https://casnutrition.youcanbook.me/))

### COURSE DESCRIPTION

The biology and chemistry of nutrients are discussed with special emphasis on their role in human physiology. Normal nutrition throughout the life cycle, nutrition in sports, weight management, and diseases resulting from improper nutrition are also considered.

Very important note: This course can count for the Biology minor but not for the Biology major.

### COURSE FORMAT

For the Spring of 2025, this course will be hybrid, meeting in person on Thursdays from 3:30-4:45 pm in ISC 131.

### TEXTS, OTHER READINGS AND OTHER COURSE MATERIALS

Pope J and Nizielsk S. Nutrition for a Changing World 2e plus Launchpad. The text is available from the bookstore as well as directly from the publisher. You must purchase the Achieve code, however it is up to you if you purchase the Achieve access code alone (and use the etext) or the Achieve access code plus the hard copy version of the text. Either format is acceptable. No support will be provided for using the earlier edition.

*Achieve* is an online homework system. It is fully integrated into Brightspace. You will be able to use a trial subscription for the first two weeks but beyond that point will need to have an access code. Please contact me as well as the Dean of Students if you have a verifiable financial emergency that makes purchase difficult.

You can access our Achieve classroom via Brightspace

A variety of news items and videos as well as lecture notes, case studies and worksheets will be linked from Brightspace modules.

## COURSE LEARNING OUTCOMES

Students who are active participants and complete course requirements will be able to:

1. Demonstrate familiarity with nutrients, their food sources, their functions, and signs and symptoms of deficiency or excess.
2. Demonstrate familiarity with biological, psychological, social and cultural factors that influence human diet and nutrition.
3. Describe and explain in class discussion and on exams the relationship between diet and health, particularly for selected public health issues.
4. Demonstrate familiarity with nutritional guidelines used in the United States, and the challenges of establishing such guidelines.
5. Apply critical thinking skills in the interpretation of nutritional information and health claims, and evaluation of health policy.

## ACCOMMODATIONS

**DISABILITIES AND PREGNANCY OR PARENTING:** SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will also be made for medical conditions related to pregnancy or parenting. Students should consult with the Office of Disability Services and see me regarding any needed accommodations as early as possible in the semester.

**ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS:** individuals who have been using English as a primary language of instruction for 6 years or fewer and are actively working to improve English fluency may receive extra time on in-class tests and online quizzes. Please see me for assistance early in the semester if this applies.

## DIVERSITY AND INCLUSION

Nutrition is about people as well as about biochemistry or disease, and the use of inclusive language contributes to creating an environment conducive to learning for everyone. This will encompass the use of individuals' preferred names and pronouns, use of group descriptors preferred by members of that group, and using language that is people-centered and non-discriminatory. Especially critical in this context is the use of language around weight and body form. Inclusive language is dynamic and socially constructed, and requires communication and living with tension as individuals learn from each other.

## EVALUATION – SUMMARY

25% -- *Achieve Assignments*

15% -- *Final Project*

45% -- *Quizzes (6, of which 4 will count; take 5, drop lowest or take 4)*

15% -- *Final exam*

2.5% -- *Extra credit*

## ADDITIONAL INFORMATION ABOUT EVALUATION

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OVERVIEW:

The grading scheme in Biol. 210 is a flexible system in which you have some options to choose the quizzes you take, and the opportunity to earn some extra credit. This system provides flexibility to manage your schedule, but it also requires that you make choices, set priorities, and live with the consequences of your decisions. Below are brief explanations of the assessments.

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### DAY-TO-DAY ASSESSMENTS:

Attending class and keeping up with the reading both improve learning and retention. These assessment activities are required for all students: this category CANNOT be dropped, so it is unlikely that you can earn a grade above the C range without completing nearly all of these. Some extra credit is offered in the first week of the semester.

**ADAPTIVE QUIZ:** These are designed to promote familiarizing yourself with the topic of the week. There is a target score that you must reach in order to complete the quiz; the more familiar you are with the terminology and ideas, the fewer questions it will take to reach the target.

**CHAPTER QUIZ:** A summative quiz of the main ideas from the chapter.

**CLASS QUIZZES:** Six small quizzes will address groups of three chapters each, but each will also be somewhat cumulative, requiring knowledge from earlier chapters. You may complete up to five quizzes, and four may count, i.e., you may either skip two, or skip one and drop your lowest score. Quizzes may include multiple choice, multiple select, justified true/false, calculations, and short answer or short essay questions. Many questions will test your ability to apply, analyze or evaluate information through the use of one or more scenarios that call for you to apply what you have learned. Scenarios and or question stems may be available in advance to help target your studying.

**FINAL PROJECT:** Every student will work on a project relating nutrition to a specific health condition. The project will be a portfolio of infographics about particular nutrients designed for other college students. Several component assignments will build toward completion of the project. More information will be provided in Brightspace.

**FINAL EXAM:** There is a cumulative final exam that cannot be dropped. This, too, will be built around scenarios that call for you to apply what you have learned. As with earlier tests, a variety of question formats will be used, and some questions may be available in advance.

**EXTRA CREDIT:** If the orientation assignment and intro survey in Achieve are completed, you will earn a small bonus credit (each are worth 5 points).



## TENTATIVE SCHEDULE

Week	Subject	Readings/Assignments
<b>Week 1-January 23</b>	Introductory information; Begin scope and science of nutrition	Chapter 1
<b>Week 2-January 30</b>	Finish scope and science of nutrition (start project)	Chapter 1 (Achieve due 2/1) Project assignment #1: infographic/slide deck review discussion board (2/1)
<b>Week 3-February 6</b>	Healthy diets	Chapter 2 (Achieve due 2/8) Quiz 1 (due 2/8)
<b>Week 4-February 13</b>	Research Skills Instruction Session	Project assignment #2: project plan proposal(2/15)
<b>Week 5-February 20</b>	Digestion: what happens to food we eat	Chapter 3 (Achieve due 2/22) Quiz 2 (due 2/22)
<b>Week 6-February 27</b>	Carbohydrates; diabetes	Chapter 4; Spotlight A (Achieve due 3/1) Project assignment #3: first infographic/slide deck (3/1)
<b>Week 7-March 6</b>	Lipids: cardiovascular disease	Chapter 5; Spotlight B (Achieve due 3/8) Quiz 3 (due 3/8)
<b>Week 8-March 13</b>	Proteins; plant-based diets	Chapter 6; Spotlight C (Achieve due 3/15) Project assignment #4: discussion board review of student infographics/slide decks (3/15)
<b>Week 9-March 27</b>	Fat soluble vitamins; <i>childhood nutrition</i>	Chapter 7; Spotlight F (Achieve due 3/29) Quiz 4 (due 3/29)
<b>Week 10-April 3</b>	Water soluble vitamins; <i>pregnancy</i>	Chapter 8; Spotlight E (Achieve due 4/5)
<b>Week 11-April 10</b>	Major minerals; <i>aging</i>	Chapter 9, Spotlight G (Achieve due 4/12) Quiz 5 (due 4/12)
<b>Week 12-April 17</b>	Minor minerals	Chapter 10 (Achieve due 4/19)
<b>Week 13-April 24</b>	Energy balance and obesity; <i>Supplements</i>	Chapter 11; Spotlight D (Achieve due 4/26) Project assignment #5 infographic portfolio/slide deck (4/26)
<b>Week 14-May 1</b>	Nutrition and fitness	Chapter 12 (Achieve due 5/3) Quiz 6 (due 5/3)
<b>Week 15 TBD</b>	Final Exam Review and Scenarios	Project assignment #6: Final assignment reflection (5/7)
<b>May 12, 3:30 pm</b>	Final Exam	

\*This schedule is tentative and subject to change. Check the announcements on Brightspace each week to see what is required. Generally, quiz dates will not change but content covered on a quiz may change. The direction of change is likely to be dropping topics, not adding.

## LIBRARY INSTRUCTION

We have a research librarian for this class .

- Students, faculty, and staff are able to schedule research consultations with librarians via Zoom or another medium, using this link: [geneseo.edu/library/researchconsultations](https://geneseo.edu/library/researchconsultations)
- Instead of in-person drop-in hours, librarians are staffing LibChat, a service that allows for online, chat-based synchronous communication. LibChat is available Mondays–Fridays. Access it by clicking on the green owl icon, which is located throughout the library website.
- While electronic resources will continue to be accessible, Milne's physical collection will have limited access. Faculty, staff, and students are encouraged to use IDS to borrow materials from other libraries. For information about IDS and library services as a whole, see [geneseo.edu/library/library-service-information](https://geneseo.edu/library/library-service-information)

## IMPORTANT POLICIES

### COMMUNICATION:

Set up Brightspace to provide daily updates via email or text message in order to ensure that you receive any updates or changes to the schedule. Check the announcements section regularly. Besides online office hours, the fastest way to get in touch with me is via e-mail. Please include your name (not just your email address) and the course name or number in all e-mails sent to me. To preserve my work-life balance, I reserve the option to delay answering emails sent after 4:30 pm or on the weekends until the start of the next business day.

### ATTENDANCE AND EXPECTATIONS FOR CLASS:

Active participation is strongly linked to student success, and is strongly encouraged. Nonetheless, there is no direct participation grade.

### ACADEMIC INTEGRITY:

Academic dishonesty devalues the work of other students. Cheating on exams is a serious breach of trust and will be treated accordingly. Examples of cheating on tests include (but are not limited to) collaboration or communication with others in any form. Plagiarism is the misrepresentation of the originality of your work. Either of these will result in a failing grade for the test or assignment, and may result in a failing grade for the course. Ignorance of the policy or of the definition of cheating will not serve to excuse the behavior.

### APPEALING GRADES:

Any graded work may be submitted for re-evaluation along with a written appeal. Appeals must be submitted promptly, within one week of when the work is returned to you. The appeal should contain a brief written explanation of your concerns, including your understanding of the test question or assignment directions and why you believe your work meets the requirements. At the time that you turn in the work for appeal, we will schedule a conference to go over my response.

### COPYRIGHTED MATERIALS:

Many of the materials that are provided to students in this course have been created by your instructor, by the textbook publisher, or by authors of published sources excerpted under educational fair use. You should assume that all course materials are protected by legal copyright. Copyright protection means that reproduction of this material is prohibited without the author's consent. Thus, you are prohibited from sharing or posting copyrighted material to any websites outside our course Brightspace site. Students are also prohibited from reproducing material to be shared with other more limited groups (e.g.,

sorority/fraternity test bank). Be aware that UUP (Union of University Professionals, the union representing faculty on this campus) is seeking to take legal action against sites that provide instructor materials, and that posting or selling copies of materials to such sites may put you in legal jeopardy.

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#### MISSING QUIZZES:

If you are sick or have a family emergency, and if you contact me promptly, I can extend the deadline for a quiz for you, particularly if it is within 48 hours. Because you may drop two quizzes, one option is that you may also simply skip a quiz if you are sick or have an emergency. This can often help minimize your stress during difficult times.

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#### EXTENSIONS ON THE FINAL PROJECT:

Extensions on projects are more complex. Because the project is due at the end of the semester, an extension may require assigning an incomplete grade initially. Please contact me to discuss the situation as soon as you are aware of a problem. This will give us more flexibility and choices for responding.

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#### MISSING ACHIEVE ASSIGNMENTS:

The benefits of completing the online assignments in Achieve are greatest if you use these to stay caught up on the current reading and modules. Opportunities to make up assignments are not guaranteed, and may require documentation of need. **Missing Achieve assignments cannot be made up in bulk at the end of the semester**, you must notify me at the time of the missed assignment(s) if something is preventing you from completing them. If you will be unable to complete course work for a week or more, please contact me along with the Dean of Students. Similarly, if you are working with Disabilities Services and have accommodations related to due dates, please meet with me early in the semester to discuss your accommodations, and notify me if you will be unable to complete assignments for a week or more, or if you need additional flexibility..

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#### EXPLANATION OF FINAL GRADES:

Grades are determined using the scale presented below almost always without any adjustment or curve. There are no quotas for particular letter grades. Helping others can only help you, and cannot hurt your grade in any way. Scores will be rounded up or down to the nearest whole number. The point distribution is the standard Geneseo distribution; Brightspace is set to display this. The distribution is as follows: A: (93%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), E (<60%)



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#### FOR YOUR CONSIDERATION

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##### CLASS FORMAT:

This class will be hybrid this semester, meeting in person on Thursdays from 3:30-4:45 pm.

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##### CONFIDENTIALITY AND SENSITIVITY:

No one will be required to share personal information in this course, but people may choose to share information about themselves such as medical diagnoses relevant to our discussions. You should consider all information of this nature to be confidential and not share this information with anyone outside of the

class. Some topics may be sensitive for some students; please let me know if you are concerned about discussion of some topics. Treating others with sensitivity (including respecting privacy) is vital to maintaining an environment conducive to learning. If you are uncomfortable in class discussion or online forums, please discuss this with me.

#### INCLUSIVE LANGUAGE:

Nutrition is about people as well as about health and disease, and the use of inclusive language contributes to creating an environment conducive to learning for everyone. This will include use of individuals' preferred names and pronouns, use of group descriptors preferred by members of that group, and using language that is people-centered and non-discriminatory. Especially critical in the context of nutrition is the use of non-judgmental descriptions of human behavior. Inclusive language is dynamic and socially constructed, and requires communication and living with tension as we learn from each other in community. Please let me know (and let other students know) if you are uncomfortable with terminology for describing people or behaviors, and help us all to learn from your perspective and experience.

#### DIVERSE VIEWPOINTS:

We will apply critical reasoning skills to all aspects of nutrition, and no diet or viewpoint is exempt from inquiry. At the same time, respect for others is critical in maintaining an environment conducive to learning for all. If you are uncomfortable in class discussions, please discuss this with me.



## STUDENT SUCCESS RESOURCES

Listed below are a number of resources that can help support students' academic success and individual well-being. These statements may be shared through course syllabi as a way to inform students about campus resources.

## ACADEMIC SUPPORT INFORMATION AND RESOURCES

### GENESEO MISSION AND VALUES

SUNY Geneseo has several core documents that articulate our shared commitments and learning objectives. These include:

- SUNY Geneseo Mission, Vision and Values: <https://www.geneseo.edu/about/mission-vision-and-values>
- Community Commitment to Diversity, Equity, and Inclusion: <https://www.geneseo.edu/diversity/commitment>



- Geneseo Learning Outcomes for Baccalaureate Education: <https://www.geneseo.edu/provost/globe-geneseo-learning-outcomes-baccalaureate-education>

## ACADEMIC SUPPORT SERVICES

The campus provides a range of support services to help students thrive in their classes. These services include:

- Tutoring, both drop-in and by-appointment, with student tutors in the Writing Learning Center, the Math Learning Center, and a range of department-based tutoring centers
- Online tutoring through the SUNY-wide STAR-NY system ([www.starny.org/tutoring\\_schedule](http://www.starny.org/tutoring_schedule))
- Supplemental Instruction, in which trained student assistants review lecture material from specific classes

Information on times and locations is available through the Center for Academic Excellence website at <https://www.geneseo.edu/academic-support-services>.

Additionally, the college offers a number of peer mentoring programs that are designed to reinforce good academic habits. These include:

- Academic Peer Mentors in the Office of Academic Planning and Advising provide students with promising study strategies and can host on-going appointments with students seeking an "accountability buddy". More information is available at [https://www.geneseo.edu/dean\\_office/academic-peer-mentors-0](https://www.geneseo.edu/dean_office/academic-peer-mentors-0).
- The ONYX Academic Success workshop series sponsored by the GOLD Leadership Program introduces students to a variety of study skills, time management techniques, and instruction on how to access campus resources for academic and career guidance. A full list of GOLD workshops can be accessed at <https://www.geneseo.edu/gold/app/browse>.

## ACCESSIBILITY

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will be made for medical conditions related to pregnancy or parenting. Requests for accommodations including letters or review of existing accommodations should be directed to the Office of Accessibility in Erwin Hall 22 or [access@geneseo.edu](mailto:access@geneseo.edu) or 585-245-5112.

Students with letters of accommodations should submit a letter to each faculty member at the beginning of the semester and discuss specific arrangements. Additional information on the Office of Accessibility is available at <https://www.geneseo.edu/accessibility-office>.

## ACADEMIC INTEGRITY AND PLAGIARISM

Geneseo's Library offers frequent workshops to help students understand how to paraphrase, quote, and cite outside sources properly. These sessions are meant to educate about the importance of using original ideas and language, and how to incorporate paraphrases and quotes into writing. The complete list of library workshops can be found at [www.geneseo.edu/library/library-workshops](http://www.geneseo.edu/library/library-workshops).

Academic dishonesty includes cheating, knowingly providing false information, plagiarizing, and any other form of academic misrepresentation. College policies and procedures regarding academic dishonesty are available at [www.geneseo.edu/handbook/academic-dishonesty-policy](http://www.geneseo.edu/handbook/academic-dishonesty-policy).

## COMPUTER AND TECHNOLOGY SUPPORT

For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. CIT provides self help guides on a range of computer issues, including access to the campus network, Brightspace, printing, software guides, and other resources. The CIT Self Help Guides at [wiki.geneseo.edu/display/cit/CIT+Self+Help](http://wiki.geneseo.edu/display/cit/CIT+Self+Help) can be helpful in finding quick solutions to basic technology issues.

Geneseo students, faculty and staff have FREE access to the entire [LinkedIn Learning training library](https://www.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library) (over 7,500 courses, including tutorials for software, digital tools, web development, programming, and design) through Geneseo's site license. For more information, [visit this wiki page.](https://www.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library) (<https://www.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library>)

## RELIGIOUS OBSERVATIONS AND CLASS ATTENDANCE

Student attendance in classes on religious holidays is governed by New York State Education Law 224-a (see <https://www.geneseo.edu/apca/classroom-policies>). Students who anticipate an absence due to religious observations should contact their faculty member as soon as possible in advance to arrange make up plans. A calendar of major religious observations may be found at: [https://www.cs.ny.gov/attend\\_leave\\_manual/030Appendices/B-CalendarofLegalHolidays/2020calendar.html](https://www.cs.ny.gov/attend_leave_manual/030Appendices/B-CalendarofLegalHolidays/2020calendar.html)

## BIAS-RELATED INCIDENTS

“We are here to listen, to learn, to teach, to debate, to change, to grow. We should all be safe to pursue these goals at SUNY Geneseo while being who we are. Together, we commit ourselves to pluralism, cultivating a community that respects difference and promotes a sense of inclusion and belonging.”

As this excerpt from our Community Commitment to Diversity, Equity, and Inclusion states, here at SUNY Geneseo, we want to provide a space where everyone feels welcome to learn and grow in their identities as well as in their role as students, faculty, and staff. If in the unfortunate instance you experience an incident of bias, we encourage you to reach out to the Chief Diversity Officer ([routenberg@geneseo.edu](mailto:routenberg@geneseo.edu)) and/or our University Police Department. In trying to create an environment that facilitates growth through diverse thoughts and ideas, reporting incidents of bias - including threats, vandalism, and microaggressive behaviors - can help bring a better understanding of our campus climate as well as provide opportunities for learning and restoring harm.

## PERSONAL HEALTH AND WELL-BEING

### WELL-BEING

Prioritizing well-being can support the achievement of academic goals and alleviate stress. Eating nutritious foods, getting enough sleep, exercising, avoiding drugs and alcohol, maintaining healthy relationships, and building in time to relax all help promote a healthy lifestyle and general well-being.

Concerns about academic performance, health situations, family health and wellness (including the loss of a loved one), interpersonal relationships and commitments, and other factors can contribute to stress. Students are strongly encouraged to communicate their needs to faculty and staff and seek support if they are experiencing unmanageable stress or are having difficulties with daily functioning. The Dean of Students (585-245-5706) can assist and provide direction to appropriate campus resources. For more information, see [www.geneseo.edu/dean\\_students](http://www.geneseo.edu/dean_students).

### MENTAL HEALTH

As a student, you may experience a range of challenges that can impact your mental health and thus impact your learning; common examples include increased anxiety, shifts in mood, strained relationships, difficulties related to substance use, trouble concentrating, and lack of motivation, among many others. These experiences may reduce your ability to participate fully in daily activities and affect your academic performance.

SUNY Geneseo offers free, confidential counseling for students at the Lauderdale Center for Student Health and Counseling, and seeking support for your mental health can be key to your success at college. You can learn more about the various mental health services available on campus at [health.geneseo.edu](http://health.geneseo.edu).

## FOOD SECURITY FOR SUNY GENESEO STUDENTS

SUNY Geneseo students who find themselves in a position of food insecurity and do not have the financial resources to support their food and nutrition needs can access the Geneseo Groveland Food Pantry located at the First Presbyterian Church, 31 Center Street in Geneseo. Students can utilize the pantry once with no referral or contact with the College. At this visit they will be provided items that will address their basic needs for several days. If a student continues to face difficulties providing for their own nutritional needs beyond their first visit to the pantry they should connect with Susan Romano, Director of Financial Aid to receive a brief letter that they will present to the staff at the pantry that verifies their need. If students do not have a FAFSA on file for any reason they should contact Dean of Students, to discuss their particular situation and options. The Geneseo Groveland Food Pantry is open on the following days and times:

Tuesday: 10 AM - 2 PM

Wednesday: 4 PM - 6:30 PM

Thursday: 10 AM - 2 PM

## Resources related to covid-19

### ALL CLASSES

### HEALTH AND WELLBEING IN A STRESSFUL TIME

The changes brought on by COVID-19 have impacted us all in a number of ways, and will continue to do so at various times and to varying degrees during the upcoming semester. Your health and wellbeing are foundational to your ability to learn, and if you find that you are feeling unwell (physically or mentally) and it is impacting your ability to complete your coursework, please reach out. Because the learning environment will be different than it has been in the past, the indicators that usually let you know something is wrong may not be as clear to you or those around you as they would be during a typical semester. Additionally, the ways in which you normally engage in self-care may have been disrupted. Please remember that it's never too late to ask for help. The [Dean of Students](#) (585-245-5706) can assist and provide direction to appropriate campus resources. The college also has collected resources in a [Coping with COVID webpage](#).

In a similar way, I will occasionally ask for some patience and flexibility on your part. The pandemic is affecting faculty as well as students and creating demands that would not be present in an ordinary semester. If I am slow responding to an email, if I take some time to grade an assignment, please be patient (and feel free to send me a

'nudge'; I will not be offended). You will never suffer any disadvantage in the course because of delays on my part. Remember that we are all in this together.

## CLASSES WITH ONLINE COMPONENTS:

### ACCESSIBILITY OF COURSE MATERIALS

All course materials are available on Brightspace and I've made every attempt to ensure that they are accessible to everyone. If you have difficulties accessing any materials (including needs for alternative formats), please let me know as soon as possible and I will rectify the situation.

### GETTING HELP WITH BRIGHTSPACE

[CIT also provides a range of technology support resources.](#) When you are in Brightspace, the Help menu on the left side of the screen will also direct you to a number of CIT supports, including self help resources and options to request technology assistance.