



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: CA

Course Title: Nutrition and Food Service

Year: 2025

Course and Section #: 1150 X01

Credits: 3.0

Course Description

CA 1150- Provides an understanding of basic nutrition principles of balance, variety, and moderation in a world of nutritional confusion. Discusses nutrient needs, metabolic uses, and sources of these nutrients. Explores dietary recommendations, food labeling and politics. Provides students skills in menu planning and recipe modification to meet nutrient needs with contemporary and controversial issues in mind.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Jennette Kilgrow

Student Learning Outcomes

Upon successful completion of this course, students should be able to perform the following at levels recommended by the American Culinary Federation Education Foundation:

1. Identify and discuss dietary guidelines and recommended dietary allowances based on current USDA Food Guideline principles and food groups.
2. Describe primary characteristics, functions and major food sources of major nutrients.
3. List the primary characteristics, functions and sources of vitamins, water and minerals.
4. Interpret food labels in terms of the portion size, ingredients and nutritional value.
5. Identify common food allergies and determine appropriate substitutions. (i.e. gluten, sugar, lactose free).

6. Evaluate and analyze recipes and menus using dietary guideline recommendations, food guides and food labels.
7. Discuss contemporary nutritional issues to include specialty diets, dietary trends, and religious dietary laws (i.e. vegetarianism, veganism, heart-healthy menus, food allergies, alternative dieting, etc.).

Course Materials and Texts

Required Text: *Nutrition for Foodservice and Culinary Professionals, 10th Ed*

The science of nutrition is constantly updating as we learn more through research. The 10th edition has the most current information and **MUST** be used.

As this is an online class, communication between instructor and students is done primarily through Canvas and e- mail. It is recommended that you check your Canvas announcements and UVU e-mail account at least twice weekly for any updates.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Student's progress toward course objectives will be evaluated on the basis of participation in discussions, and performance on quizzes, projects, and examinations. Different media submissions are permitted (video, powerpoint, etc), though much of the submitted work must be typed. All assignments must be submitted via Canvas.

Grading Scale:

Grade	Percent
A	94-100
A-	90-93
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
E	0-59

Late Work Statement:

Any projects submitted after the due date will be docked 5% per day late, with a maximum late penalty of 30% off total score.

Syllabus Quiz and Group work intro: 20 Points total

Prior to beginning the course, you must complete a quiz on the syllabus materials. You must take the quiz as many times as necessary to get a perfect score, which will allow you to move on in the course. As part of that first module you will also introduce yourself to the group you will be working with during the rest of the semester. **If you can not see that you have been assigned a group or unable to see replies, please contact me ASAP.**

Three Quizzes: 30 points total

Got it quizzes are to assess understanding of key concepts presented in course materials. Your textbook is the primary source for these quizzes so keep up on the reading. The lecture videos are to add to the topic understanding, not a repeat of the textbook information. You should review both the text and the lecture materials!

All quizzes are closed note/book/friend/internet resources.

Four Nutrient Discussions: 60 points total

You will contribute to a discussion with classmates regarding different topics within the course. It is in your best interest to comment and reply, engaging in meaningful discussion, for top scores and most application of course topics.

Midterm Comprehension Check: 50 points

The midterm exam is closed book, closed note, no web resources. The intent is that it will help you recognize what you don't already understand, allowing you to do more studying and retake for a better

score. You can try as many times as you would like **before the due date** and move on in the course when you are ready.

Original Recipe Analysis and Change Discussion: 60 points

15 points- Find 2 recipes, from any source, that you think could be improved upon. As a group it will be in your best interest to have a variety of types of recipes- salad, entree, appetizer, side dish, dessert.

30 points- Do a nutrient analysis on the recipe using a recipe calculator such as the one below, or use any other website that can analyze your recipe as you enter it. Nutrition data should include most of the following: Calories, Carbohydrates, Sugars, Fiber, Protein, Total Fat, Saturated Fat, Unsaturated Fat, Cholesterol, Sodium, Vit A, C, Calcium, Iron (Warning: the basic recipe calculator from myfitnesspal, does not provide enough data).

<https://www.verywellfit.com/recipe-nutrition-analyzer-4157076>Links to an external site.ks to an external site.)

15 points- The following week, use the discussion board to determine appropriate changes to your recipe and suggest alternative ingredients to other's recipes. You will all be using these recipes in a menu project, so help your class mates make good changes. You should add at least 3 replies to your own or other students recipes for 5 points each.

Modified Recipe Analysis and Improvements Discussion: 60 points

15 points- Make 3 changes to each of the recipes you found and discussed in the previous assignment. Consider options for modification in Chapter 9 of the text.

30 points- Do a nutrient analysis on the recipes using the same recipe calculator you used previously. Nutrition data should include most of the following: Calories, Carbohydrates, Sugars, Fiber, Protein, Total Fat, Saturated Fat, Unsaturated Fat, Cholesterol, Sodium, Vit A, C, Calcium, Iron

15 points- The following week, use the discussion board to discuss how your changes might affect the final product and how they improved the nutritional profile- Really compare the nutrient data on your own recipes as you share your thoughts. Reminder: You will all be using these recipes in a menu project, so your efforts to really discuss this will make that project much easier. You should add at least 3 replies to your own or other students recipes for 5 points each.

Allergy/Dietary Requests Discussion: 25 points

Based on the menus and recipes submitted over the last few assignments, discuss with your group allergy, religious, and dietary modifications that may need to be made at the request of consumers. As a group, touch on major allergens, religious dietary laws, and healthy eating trends (such as vegetarian, vegan, heart healthy, sugar free, etc). Make at least 1 original discussion comment reposting one of your recipes, addressing concerns that may exist, and add at least 3 other replies.

Final Balanced Menu Project: 100 points

20 points- Select 4 recipes from your group's discussion, this should include a complete meal with some of the following: Appetizer, soup, salad, entree, side dish, and/or dessert. If your group did not select a variety of recipes you may need to add some more of your own to produce a well balanced meal. Present all 4 original recipes and original nutrient data (Calories, Carbohydrates, Sugars, Fiber, Protein, Fat, Vitamins/Minerals). You should cite any work that was not your own, by listing another student's name in your group next to the recipe and data.

20 points- Present the same 4 recipes with at least 3 healthier changes starred (**). Again you will be using work from other group members and must cite that by listing their name. Also provide all the nutrient data on the new recipes (Calories, Carbohydrates, Sugars, Fiber, Protein, Fat, Vitamins/Minerals).

50 points- Write 2-3 paragraphs on each recipe that discusses the need for certain changes, how your changes might affect the final product and how they improved the nutritional profile. This is the main part that I'm looking for- Make it very thorough! Your nutrition analysis data gives you material to discuss, as you note how the changes you made really did affect your product nutritionally.

10 points- Finally you should **add in the comment box the score (out of 100) you feel like you have earned** based on the requirements for the project. The score you give yourself will not be your final score, but is valuable as you compare your work against the expectations given and thus worth 10 points.

Final Application Exam: 120 points

This is an essay type final exam where you consider different topics taught through the course and how they relate to one another in a practical way. Putting respectable effort into your projects, especially the discussion portions will be the best way for you to feel confident in approaching the final exam. The final will be **OPEN** note/book/internet as it is the application of that information that I will be testing on. There is not much to study for the final so dive in when you are ready, but you must take it in one sitting, so plan ahead.

Extra Credit: 20-60 points

Extra credit is available for anyone who actually prepares a dish using a modified recipe from their jigsaw group (after Chapter 9 lecture and discussions). They must submit a picture and a 2-3 paragraph discussion on how the modifications to the recipe affected the final product (nutritionally and in taste, texture, etc) for 20 points per recipe, up to 3 recipes.

Required or Recommended Reading Assignments

All required readings use chapters from the course text.

General Description of the Subject Matter of Each Lecture or Discussion

Chapter 1: Intro to Nutrition

What is a healthy diet? What happens when you eat? Finding reliable nutrition information.

Chapter 3: Carbohydrates

Sugars, starches, whole grains. Choosing healthy carbohydrates

Fat- Ch 4

Fats in foods. Fats in the body. Dietary recommendations.

Protein- Ch 5

Protein in food. Protein in the body. Dietary recommendations.

Vitamins/Minerals- Ch 6/7

Fat-soluble and water-soluble vitamins. Supplements. Basics of minerals.

Dietary Recommendations- Ch 2

Food Politics. My plate. Nutrition labels.

Building Flavor/Balanced Baking- Ch 8
Cooking methods and Balanced baking.

Recipe Makeovers- Ch 9
Modifying recipes. Gluten free baking.

Balanced Menus- Ch 10
Balanced menu basics. Presentation.

Handling Nutrition Requests- Ch 11
Food allergies. Gluten free. Other special diets.

Nutrition for All Ages- Ch 13
Nutrition for children, adolescents, older adults, and athletes

Required Course Syllabus Statements

Generative AI

Statement on the Use of AI in this Course:

AI programs are not a replacement for your human creativity, originality, and critical thinking. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming ideas;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you.
- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 10% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.