

Syllabus – Summer 2025

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Fundamentals of Nutrition (NUSC - 1165)

Credits: 3

Format: Online via HuskyCT <https://lms.uconn.edu/>

Prerequisites: None

Duration: 10 weeks

Professor: Christopher Blesso, Ph.D.

Email: christopher.blesso@uconn.edu (After the first day of classes, students registered in the course should send messages to the instructor via HuskyCT Messages.)

Office Hours/Availability: By appointment. Unless otherwise noted, I will check into the course at least five days a week to monitor discussions and respond to HuskyCT Messages. If I expect to be away due to illness, travel or family obligations, I will make every attempt to notify you in advance. If you need to discuss an issue with me individually, please feel free to use the private Messages tool within HuskyCT.

Course Materials

Textbook:

Nutrition Science and Applications, 4th edition, by Smolin & Grosvenor (John Wiley & Sons, Inc, 2016) ISBN 9781119495277, 9781119224693, or 9781119087106 (recommended, but not required)

Textbooks are available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](#)).

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

An introduction to the principles and concepts of nutrition with emphasis on the nature and function of carbohydrates, fats, proteins, minerals and vitamins, and their application to the human organism.

NUSC 1165 contributes to the following Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements: Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice. KRDN 1.3 Apply critical thinking skills.

Course Objectives

By the end of the semester, students should be able to:

1. Define the major functions and dietary sources of essential nutrients.
2. Evaluate and improve the nutritional quality of a diet using several dietary analysis tools.
3. Make informed decisions about foods and dietary supplements by being able to discriminate legitimate from unfounded health recommendations.
4. Relate the structure of the gastrointestinal tract to the digestion and absorption of nutrients in a mixed meal.
5. Describe the metabolic pathways used to convert nutrients into usable energy and the factors influencing pathway activity.
6. Explain the relationship between specific dietary and lifestyle choices and chronic disease and/or malnutrition.

The Common Curriculum prepares students to tackle 21st-century challenges by combining coursework across disciplines to expand their worldviews, enhance their range of skills, and develop into critical, creative, emotionally

intelligent, and interdisciplinary thinkers. The Curriculum is designed to help students learn to be versatile in a rapidly changing world; combine knowledge in innovative ways; apply learning strategies to new contexts, including their major; see local and global patterns and the interconnectedness of intellectual work; and appreciate how we need each other to tackle today's challenges.

The University has defined student learning objective (what a student should know, be able to do, or attitudes/beliefs they should possess by the end of the course) for each Topic of Inquiry in the Common Curriculum. Each Common Curriculum course aligns to one or more of those objectives. The course's student learning objectives align to the Common Curriculum objectives; course assessment (assignments, exams/quizzes, etc.) align to both the course learning objectives and the Common Curriculum objectives.

Principles and Concepts of NUSC 1165 aligns with TOI-6. This course must meet one or more of the [TOI-6](#) Learning Objectives.

Alignment of Topic of Inquiry Learning Objectives (TOI) with NUSC 1165 Course Objectives

Topic of Inquiry	Common Curriculum Objective	Course Objectives(s)	Course Assignment
6: Scientific and Empirical Inquiry	Learning Objective 1: Students will be able to explain and appropriately utilize basic scientific language and concepts.	LO1. Define the major functions and dietary sources of essential nutrients.	Final Exam
6: Scientific and Empirical Inquiry	Learning Objective 3: Students will be able to solve problems described verbally, graphically, symbolically, or numerically.	LO2. Evaluate and improve the nutritional quality of the diet using several dietary analysis tools.	Dietary Analysis Project

Course Outline

- Module 1 – An Overview of Nutrition
- Module 2 – Nutrition Guidelines and Tools
- Module 3 – Digestion and Absorption
- Module 4 – Carbohydrates
- Module 5 – Lipids
- Module 6 – Proteins and Amino Acids
- Module 7 – Energy Balance and Weight Management
- Module 8 – The Vitamins
- Module 9 – Water and the Minerals
- Module 10 – Nutrition and Physical Activity

Course Requirements and Grading

Summary of Course Grading:

Your course grade will be based on your scores on your discussions, quizzes, assignments, and final exam. These different components will be weighted as follows:

Course Components	Points	Percentage
Module Discussions (4 @ 25 points each)	100	10%
Module Quizzes (10 @ 40 points each)	400	40%
Assignments (2 @ 125 points each)	250	25%
Final exam	250	25%
TOTAL	1000	100%

Module Discussions (10%)

Four (4) modules will contain a discussion topic in HuskyCT (Modules 4, 5, 6, and 9). These discussions will be based controversial or newsworthy nutrition topics that support the learning objectives and readings contained in each module. You are required to make one (1) original post to each discussion topic and respond to two (2) of your fellow classmates' original postings. The discussions will use a "post first" design, where you will not see other student posts to reply to until submitting your own. The discussions allow you to reflect on module-relevant

hot topics in the field of nutrition and discuss your ideas with your class in written form. Your original discussion postings should provide thought, insight and analysis appropriate to the topic and contain some original ideas or different perspectives which enhance the course. However, keep in mind discussion posts should be well-focused and concise. A one to two paragraph original discussion posting should suffice. The specific expectations for each discussion are outlined in the module. The due dates for the module discussion topics are listed in the HuskyCT Course Schedule.

Module Quizzes (40%)

Each module concludes with a quiz exercise in HuskyCT consisting of multiple choice and true/false questions. These are individual exercises intended to reinforce key concepts. You are allowed one attempt for each quiz. You must complete each quiz by the deadline listed in the HuskyCT Course Schedule to earn the associated course points.

Module Assignments (25%)

There will be two (2) homework assignments in HuskyCT, with one due at the end of Module 2 and another due at the end of Module 7. These assignments allow you to take what you have learned in the module and apply it to a real-life situation through evaluating your own diet and energy balance. The deadline for completing each assignment is listed in the HuskyCT Course Schedule.

Final Exam (25%)

A 250-point comprehensive final exam, covering nutrient functions, sources, recommendations, and relationships to health and disease (the material emphasized on quizzes, discussions, and assignments), will be given at the end of the semester. The final exam will consist of multiple choice and true/false questions.

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

Due Dates: The Course Schedule in HuskyCT lists all due dates for the course. All course deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy: Students are expected to submit coursework by the deadlines listed in the course schedule. Coursework (i.e., assignments, quizzes, discussions, and final exam) submitted late will be subject to a 5 point penalty for each day the work is late (i.e., 5 points off maximum point value per day; e.g., assignment due on Tues., turned in on Fri. = 3 days late = 15 points deducted from max point value of assignment).

Feedback and Grades

I will make every effort to provide feedback and grades within two weeks of finishing each module (following along with the course schedule). If you complete modules earlier than required in the course schedule, do not expect me to provide feedback within two weeks. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Authentication and Verification

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.
2. Students are required to complete quizzes and the final exam using the Respondus Lockdown Browser with Monitor. Prior to starting the quiz/exam, the browser will require a student to show identification (student ID, license) and perform an environment check. Students will be guided through this process within the browser.
3. Students will be recorded through their webcam while taking the quiz/exam. The recording will end when the quiz/exam is submitted. The recordings are for instructor use only.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor**, or contact the office at **(860) 486-4705**, or <https://studenthealth.uconn.edu/> for services or questions.

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever,
- Cough,
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat

- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- Cronometer diet analysis web tool (for assignments). [Cronometer Privacy Policy](#)
- Respondus Lockdown Browser with Monitor which requires a camera. [Respondus Privacy Policy](#), [Respondus Accessibility Statement](#)
- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use Cronometer diet analysis web tool
- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information..

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.