

**Introduction to Sports Nutrition** (3 credit hours)  
Online – (url)  
Department of Nutritional Sciences

Fall 2017 Online  
Index#  
SEBS – Rutgers University

**Instructor**

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**Office Hours:** Virtual

All correspondence with the Instructor will be conducted online. Announcements with important information about the course and course deadlines will be posted on the course homepage frequently.

- It is important to check for new announcements each time you log onto the course.
- If you want to contact the instructor, you can do so through the online office or through direct email ([abbot@dceo.rutgers.edu](mailto:abbot@dceo.rutgers.edu)).
- The online office (located under the course home tab) is the ideal place to post general course questions. If you have a more personal concern/question please contact the instructor privately.
- If an email is received during the week (Monday -Thursday), a reply will be given within 24 hours. If an email is received in the afternoon on Friday or over the weekend, a reply will be given the following Monday before noon. Please include your full name in ALL email correspondence. *If you do not receive an email within these time frames, please send the email again.*

**Prerequisites**

none

**Course Description**

This course provides an introduction to nutrition for health and performance.

**Required Text**

Clark, N. Sports Nutrition Guidebook. 5<sup>th</sup> Edition. Human Kinetics, 2014.

**Learning objectives**

After taking this course, students will be able to:

1. Describe the nutrition guidelines for exercise pertaining to timing of intake and quality of food choices for:
  - a. Calories
  - b. Carbohydrates
  - c. Protein
  - d. Micronutrients
  - e. Fluids
2. Better assess an athlete's nutritional needs while training and competing in sport events.
3. Gain knowledge in meal planning for exercise.
4. Constructively evaluate the true benefits and risks associated with use of ergogenic aids.
5. Better evaluate appropriate interventions for weight management and eating

disorder issues.

6. Better identify athletes with special nutritional needs, and those at risk when competing in sports.

### **Course Requirements**

1. Unit 1 Quiz (50 points)
2. Unit 1 examination (100 points)
3. Unit 2 examination (100 points)
4. Unit 2 Nutrient Manipulation Trial Report (25 points)
5. Unit 3 Threaded Discussion (25 points)
6. Unit 3 examination (100 points)

### **Course Schedule**

#### *Unit 1: I Everyday Eating for Active People*

- Chapter 1 Building a High-Energy Eating Plan
- Chapter 2 Eating to Stay Healthy for the Long Run
- Chapter 3 Breakfast: The Key to a Successful Sports Diet
- Chapter 4 Lunch and Dinner: At Home, on the Run, and on the Road
- Chapter 5 Snacking for Health and Sustained Energy
- Chapter 6 Carbohydrate: Simplifying a Complex Topic
- Chapter 7 Protein to Build and Repair Muscles
- Chapter 8 Replacing Sweat Losses to Maintain Performance

#### *Unit 2: The Science of Eating for Exercise*

- Chapter 9 Fueling Before Exercise
- Chapter 10 Fueling During and After Exercise
- Chapter 11 Supplements, Performance Enhancers, and Engineered Sports Foods
- Chapter 12 Nutrition for Active Women
- Chapter 13 Sport-Specific Nutrition

#### *Unit 3: Balancing Weight and Activity*

- Chapter 14 Assessing Your Body: Fat, Fit, or Fine?
- Chapter 15 Gaining Weight the Healthy Way
- Chapter 16 Losing Weight Without Starving
- Chapter 17 Dieting Gone Awry: Eating Disorders and Food Obsessions

### **Course Policies**

This course is delivered completely online. The course is divided into three Units. Each Unit is scheduled to last about between 4 and 6. At the end of each Unit there will be a Unit exam. It is imperative to schedule time **daily** during the semester in order to stay on track to complete the course. If you have any questions about where you should be at any point during the session, contact the instructor directly and/or refer to the detailed Master Course Schedule at the end of the syllabus (a copy is also located in doc sharing under course documents, on the course website).

### ***Exam and Quiz Policy***

All exams and quizzes are completed online. Each exam/quiz will be available to complete online for two days (starting at 12:00 AM the first day until 9:00 PM the second day) during the dates listed on the course master schedule (included at the bottom of this syllabus). Each exam will cover material from the topics listed within the Unit associated with the exam. Exams will be predominately multiple choice with a few matching and True/False questions. Online exams must be completed in one 60-minute session and will be timed. You must download ExamGuard prior to taking the first exam. You can do so starting the first day of the Unit 1 exam by clicking on the download link.

There is **no** separate final exam for this course.

All exams must be completed during the dates allotted – **NO EXCEPTIONS!** There will be **NO** makeup dates for exams. **DO NOT** wait until the last minute to complete the exam!

### ***Threaded Discussions (25 points each)***

As part of the course grade, students must log into the Unit 2 and Unit 3 Threaded Discussion and converse about the nutrition topic presented by the Instructor. These discussions are the way for students to "participate" in class. So it's important that you post thoughtful messages that move the conversation forward in some way. "Yeah, I agree," and "Me, too" are not acceptable postings and will not earn any points. Your posts should show that you have read the material in the text as well as your fellow students' posts and have applied all of that to the question at hand. You should do more than merely spit back what the text says; you should engage with the material by analyzing and interpreting it. Your posts should be grammatically clear enough not to present anyone with a problem in understanding your point. It's not a formal writing forum, but it's not Facebook either.

### ***Grading Policy for Threaded Discussions***

To earn full points:

- Initial postings are completed early in time frame for each discussion
- Follow up posts (if necessary) are timely
- Content is complete, on -point, thoughtful and offers new ideas
- Supporting detail is abundant and appropriate (that is, references from the pieces read and/or other sources)
- Content often encourages further discussion on the topic or follows up on others' thoughts
- Postings are characterized by originality, engagement and relevance to the topic
- Postings demonstrate an understanding of the material assigned and familiarity with the ideas of the other students' posts (in other words, it's obvious that you've read and understood both the required reading assigned and what your peers have written in their postings)
- Postings are made on a weekly basis throughout the Unit

The following represents the rubric employed for grading the threaded discussion entries:

### ***Number of Points: Skills***

- **19-25:** Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides sample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary.
- **12-18** Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be faulty.
- **5-11** Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and a redundancy with words and commentary; paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.
- **1-5** A minimal posting of material. Shows no significant understanding of material. Language is mostly incoherent. Does not respond readily to prompting.
- *\*\*The threaded discussions will be monitored and any inappropriate conversation will be deleted and the student(s) participating notified.\*\**

### ***Extra Credit***

There may be limited opportunities to earn extra credit. Opportunities will be announced online if available.

### ***Grading***

Grades will be calculated on a point system. Each Unit Exam will be worth 100 points. There will be an additional 150 points that can be earned from course assignments. The total possible points for this course are 450.

A= 360-400 (90-100%)

B= 320-359 (80-89%)

C= 280-319 (70-79%)

D= 240-279 (60-69%)

F <240 (<60%)

I do not scale the final course grade, grades are A, B, C, D and F. There is one extra credit assignment and this can be used to boost one's grade. If your final grade is 88.9%, then your final grade is B in the class.

**Regarding absences**, if you expect to miss several classes (not be able to access the course material), please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence (An email will automatically be sent to me). In cases where you will not be able to participate in the class for periods longer than one week, please contact a Dean of Students for assistance to help verify your circumstances.

**Note to Students re: Academic Integrity**

Each and every year, numerous Rutgers students are suspended, expelled, or receive failing grades due to violations of academic integrity. Many of the students who are caught cheating were not aware of the consequences or even unaware that their actions constituted cheating at all. For your own protection please read the university's Academic Integrity Policy. <http://academicintegrity.rutgers.edu/integrity.shtml>

**ACCESSIBILITY**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>."