

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

## COURSE OUTLINE

**COURSE TITLE:** NUTRITION

**CODE NO. :** FDS128

**SEMESTER:** ONE

**PROGRAM:** Culinary Skills – Chef Training  
Culinary Management  
Cook Apprentice

**AUTHOR:**

**PETER E GRAF M.B.A., WACS G.M.C.**

**DATE:** May 2009

**PREVIOUS OUTLINE DATED:** June  
2008  
May  
14/09

**APPROVED:** "Penny Perrier"

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**Chair**

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**DATE**

**TOTAL CREDITS:** 1

**PREREQUISITE(S):** NONE

**HOURS/WEEK:** 1 Hour/Week

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*For additional information, please contact*  
**Penny Perrier, Chair of School of Hospitality**  
*(705) 759-2554, Ext.2754*



**I. COURSE DESCRIPTION:**

This course explores concepts of human nutrition as they pertain to the preparation of food and the hospitality industry. Students apply knowledge to menu planning and recipe modification. The impact of health trends on the food service industry is also discussed. The course will cover the elements of good health through nutritional foods, the selection and preparation of a variety of foods to maximize the nutritional benefits.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. ***Demonstrate a working knowledge of how energy fits into the nutritional process***

Potential Elements of the Performance:

- Define calorie; state the calorie supplied by 1g each of
  - carbohydrate
  - protein
  - fat
  - alcohol
- Discuss percentages of total caloric intake from carbohydrates, protein and fat and their implications on meal patterns
  - Calculate percentage of total caloric intake from carbohydrate, protein and fat from one day's menu
- Discuss total energy needs
  - Calculate basal metabolic rate (BMR)
  - Calculate physical activity needs
- Discuss body mass index (BMI) and weight control
  - Calculate BMI
  - Calculate caloric reduction for healthy weight loss

2. ***Demonstrate a working knowledge of nutrients and their impact on the nutritional process***

Potential Elements of the Performance:

- Define fat
  - Saturated, polyunsaturated, monounsaturated, cholesterol, HDL and LDL
  - State composition, major sources, body functions
  - State the modifications necessary in a menu for low fat, low cholesterol

- Describe various health factors affected
- Define protein and vegetarian diets
  - State composition, major food sources, body functions
  - State the modification for high protein, low protein requirements, vegetarian diets
  - Describe various health factors affected
- Define carbohydrate
  - State composition, body function, major food sources, storage
  - Describe various health factors affected
- Define fibre
  - State body function, major food sources, benefits
  - Describe various health factors affected
- Define roles of vitamins
  - Fat soluble, water soluble
  - State food sources, functions, results of deficiencies of these vitamins
  - State the use and control of additives in our food supply
- State the effects of food processing on nutrients
  - State the effects of light, air, water, temperature, additives (on nutrient retention)
  - Identify additives
- Define the roles of minerals
  - State the resources and value to the body of the major and trace minerals
  - State the results of deficiencies and excesses
- Define the importance of water in a nutritionally balanced body state
  - State the major sources of water and its value to the body's functions
  - Discuss water quality and environmental contamination (precautions)

3. ***Discuss the relationship of agriculture and food production and their impact on the quality of food products available to consumers***

Potential Elements of the Performance:

- Agriculture and food production
- Food quality

4. ***Describe the nutritional requirements of the life cycle***

Potential Elements of the Performance:

- State specific nutritional requirements as they apply to each state of the life cycle

5. ***Describe guidelines for establishing sound nutritional practices in the family***
  - State significant guidelines for family dining
6. ***Discuss nutritional problems of each state of the life cycle with emphasis on adolescence and the elderly***

Potential Elements of the Performance:

- Discuss anorexia/bulimia
- Discuss concerns and possible solutions in feeding elderly
- Explain the major food intolerances
- Explain special dietary requirements for each state of the life cycle

**III. TOPICS:**

1. Introduction to the Major Nutrients and their Contribution to Total Health.
2. Energy and Calorie Intake
3. Lipids
4. Proteins and Vegetarian Diets
5. Carbohydrates and Dietary Fibre
6. Vitamins, Processing and Food Additives
7. Mineral Elements
8. Water
9. Developing Food Patterns
10. Nutrition and How it Affects the Health Care Industry
11. Anorexia/Bulimia

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**  
**Nutrition and Lifestyle Manual**

**V. EVALUATION PROCESS/GRADING SYSTEM:**

The mark for this course will be arrived as follows:

Test #1	20 %
Test #2	20 %
Assignment	30%
<u>Final Assessment</u>	<u>30%</u>
Total	100%

**The following semester grades will be assigned to students in postsecondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00

B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59 %	1.00
F (Fail)	49% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty	

## VI. SPECIAL NOTES:

### Dress Code:

All students are required to wear their uniforms while in the Hospitality and Tourism Institute, both in and out of the classroom. **(Without proper uniform, classroom access will be denied)**

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.