

UNIVERSITY OF Guam  
College of Natural & Applied Sciences  
AG-401 Community Planning  
Course Syllabus-Fall 2015

**Instructor:** Peter R. Barcinas

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Office Hours: By appointment

**Course Title:** **CF/AG-401** Community Planning  
3 Credit Hours

Course Schedule: Monday-Wednesday 1400-1520  
CNAS-CYFFN RM 228

## 1. **Course Overview:**

This course is an introduction to community planning and social theories of communities with application activities designed to provide understanding of community problems and concerns, relationships of physical form to environment, function, aesthetic principles, and cultural values, planning as a synthesis of a frame of reference based on economics, political, social, cultural, physical, and administrative factors. Emphasis is on helping village communities understand the special circumstances related to growth and development pressures.

AG401 is organized into four parts with each part having a corresponding session. Part I. Sessions 1& 3 (corresponding modules), Part II. Sessions 4&5 (corresponding modules), Part III. Sessions 6&7 (corresponding modules), Part IV. Session 8.

**Prerequisites:** SO-101

## 2. **Institutional Learning Objectives**

- Mastery of critical thinking and problem solving
- Effective oral and written communication
- Responsible use of knowledge and technology
- Lifelong learning

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**3. CLS Program Learning Objectives**

- Students will be able to demonstrate criterion level knowledge of family diversity in the global community
- Students will be able to demonstrate criterion level knowledge of the effects of context [social, economic, political, historical, & cultural environment] on family functioning & development
- Students will be able to demonstrate critical thinking skills and problem solving abilities; demonstrate criterion level knowledge of family diversity in the global community; demonstrate research skills
- Students will be able to demonstrate oral communication skills, basic research skills, technological skills, critical and problem solving skills
- Students will be able to apply knowledge and professional skills to address issues encountered in professional settings; demonstrate written and oral communication skills, basic research skills, technological skills, critical and problem solving skills; demonstrate ability to gather and synthesize information

**4. Student Learning Objectives:**

Upon successful completion of this course, students should be able to:

- Community Planning Processes
  - SLO-1: Understand the community planning process and fundamentals.
- Community Information
  - SLO-2: Analyze and interpret information about communities.
- Community Planning Concepts and Tools
  - SLO-3: Apply, use, and demonstrate the use of various planning concepts, approaches, planning tools not limited to the following i.e. Strategic Planning, Community Capitals Framework in understanding community planning issues
- Community Resources and Assets
  - SLO-4: Identify, appraise, assess and use the various community resources, assets available for planning
- Planning Scenarios and Applications related to Immersion in community development and planning
  - SLO-5: Develop mini-plan documents following planning processes based on community planning issues. Apply planning approaches to solve community planning challenges

**5. Course Format:**

This course is designed to provide the student with an understanding of the context of community development and planning, needs assessment and sourcing community assets and resources. The course format includes the use of session lectures, module based assignments, community application project, guest lectures external

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collaborators, field activities, presentations, and other educational activities. Session activities will be supported by selected required readings. Students will be required to actively participate in all posted Moodle assignments, discussions and in-class activities and discussions. Weekly discussion threads will be provided via the course Moodle site. Students are responsible for the regular and active participation both in-class discussions and assignment posting.

## **6. Required Texts and Course Materials:**

**Selected readings:** (With associated copying charges) will be provided. To a limited degree, these readings will be negotiated between instructor and class participants. Reading materials and resources will be listed in the upcoming course sessions and may be amended as needed. This will include a collection of articles, chapters and supplemental references, recent journal articles, research will be provided during class time or on the course Moodle session and weekly assignments and discussions:

Course Book Reference:

Kelly, E. D. (2004). *Managing community growth*. Greenwood Publishing Group.

Hoch, C. (1994). *What planners do: Power, politics, and persuasion*. American Planning Association.

### **Supplemental Material:**

Guam GovGuam website links:

1. 2010 Census of Population and Housing  
<http://bsp3.guam.gov/planning-information-program/census-of-population-and-housing/2010-census-of-population-and-housing/>
2. Comprehensive Economic Development Strategy (CEDS)  
<http://bsp3.guam.gov/socio-economic-planning-program/comprehensive-economic-development-strategy-ceds/>

## **7. Course Requirements:**

Attendance and participation in the class discussions, Moodle weekly forum discussions will be required as part of the active participation grading rubric. Not doing so will make a passing grade unlikely. At the discretion of the instructor, bonus points will be awarded to students for seminar/public hearings, community forums and participation in community forums and presentations. The bonus points will be used to enhance the total points earned.

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Course assignments: The assignments for AG 401 consist of readings from selected course materials, and online sources, journals and reports, and includes instructor lecture/discussion notes. Students are expected to respond to questions about the readings, in-class assignments and Moodle posted assignments and discussions. You will be expected to write short essays in response to questions and assignments posed by the instructor. You will critique articles, and comment on other student's posting or writings. Remember this is an upper level coursework. Session assignments will provide for the weekly class activities that will require posting to the classroom Moodle. Essays posted to the instructor and to the course site should be between at a minimum of 300 -500 words unless otherwise noted. Be sure to check spelling, grammar, APA style, and be sure your name appears on the paper.

Activity assignments will be assigned weekly\*.

Assignment papers: Session essay assignments will be due. The papers will provide the opportunity to explore and investigate a specific community planning issue and or resource related to the session topics covered during the course. **The papers are due on the specified due date (will be announced).**

Group/Class Project: During the semester, a class project will be allocated to support lecture topics. Each student or student pair will select a community planning or research theme.

Preferred Methods for Delivering Assignments:

All assignments and essay papers are to be submitted during the stated due date. All assignments should be uploaded to the course Moodle assignment link.

Class Presentation: Based on your approved project (see final session 8). If you opt to work in teams, a minimum of two members will develop a presentation based on a planning topic area of interest. The presentation should indicate how the subject area relates to community planning discussions and course discussions. Development of this project will be discussed during each of the phases.

**8. Policies on Late Assignments:**

Assignments are to be completed and submitted by the posted due date or as announced; unexcused late submittals are subject to the following penalty:

- Papers or assignments up to one week late will be accepted and receive partial credit or three-fourths credit or as specified in the Moodle course site.
- Papers up to two weeks late will receive one-half credit
- Work submitted more than two weeks late receives no credit

**9. UOG DISABILITIES POLICY**

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In accordance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, the University of Guam does not discriminate against students and applicants on the basis of disability in the administration of its educational and other programs. The University offers reasonable accommodations for a student or applicant who is otherwise qualified, if the accommodation is reasonable, effective and will not alter a fundamental aspect of the University's program nor will otherwise impose an undue hardship on the University, and/or there are not equivalent alternatives. Students are expected to make timely requests for accommodations using procedure described at: [www.uog.edu/eoo/PolicyDisability.pdf](http://www.uog.edu/eoo/PolicyDisability.pdf). If appropriate, the University may choose to consult with such individuals, at or outside the University, to provide expertise needed to evaluate the request for accommodation. *Each student bears the responsibility for initiating and then documenting a disability-related request for accommodation in the manner requested in this Policy.*

**Special Needs:**

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation(s) from the EEO/ADA Office. If you have not registered with the EEO/ADA Office, you should do so immediately. Contact them at 735-2243(TTY)/2244/2971 to coordinate your accommodation request. [\*full text at: [www.uog.edu/eoo/PolicyDisability.pdf](http://www.uog.edu/eoo/PolicyDisability.pdf)]

**10. Grading Criteria and Components of Course Grading:**

Course grades will be based on participation and completion of the following sections listed below. For a passing grade students must obtain 70% or higher.

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|  |             |
|--|-------------|
| Weekly Assignments and Discussions/In-class Activities | 30%         |
| Session modules  | 25%         |
| Forum/Moodle   | 10%         |
| Exams  | 25%         |
| Attendance   | 10%         |
| <b>Total</b>   | <b>100%</b> |

|   |               |
|---|---------------|
| A | 90-100 points |
| B | 80-89 points  |
| C | 70-79 points  |
| D | 60-69 points  |
| F | Below         |

Participation/Communication Requirements:

Students are required to participate during class session days and posted forum discussions. This includes posting materials and contributions to assigned discussions. Topics to be discussed are provided in the weekly assignment Moodle WK profiles\*. Postings and comments are relevant to the session materials, discussions, readings, and information obtained from other sources. Students should submit at a minimum two substantive postings each week.

**11. Course Outline (Refer to CF/AG401 Course Schedule Outline)**

**UNIVERSITY OF GUAM**  
**College of Natural & Applied Sciences**  
**CF 430 NUTRITION THROUGHOUT THE LIFESPAN**  
**COURSE SYLLABUS — Fall 2014**

**CLASS MEETING TIMES**

Tuesdays & Thursdays 09:30 am – 10:50 am ALS Bldg. Room 127

**INSTRUCTOR**

Shelly Blas-Laguana, MS

E-mail: [shellyblas@uguam.uog.edu](mailto:shellyblas@uguam.uog.edu)

Office Hours: T/TH 8:30 am – 9:30 am (by appointment)

Course website/link available at: [campus.uogdistance.com](http://campus.uogdistance.com)

**Course key:** **lifespan2014**

**CATALOG DESCRIPTION**

This course examines the nutritional requirements and food needs of three different lifespan stages. The stages will include: pregnancy, infancy, and early childhood, and adolescence, adulthood and aging. Emphasis will be placed on the special demands the various stages of the lifecycle imposes on normal nutrition.

**RATIONALE FOR COURSE**

This course extends the concepts introduced in CF230 Nutrition and Health and CF231 Nutrition for Health Professionals. The particular challenges on good nutrition imposed by the different life cycle stages are addressed. The student who plans to contribute to the improvement and/or maintenance of individuals, families and communities and to prepare for professional employment and advanced studies in the areas of Nutrition, Education, Consumer and Family Sciences or other related disciplines will benefit.

**COURSE CONTENT**

This course focuses on the nutritional requirements during the major lifespan phases. This course is designed for students pursuing a degree in Consumer and Family Science, nutrition, or other health related field. Nutritional needs during pregnancy, lactation, and infancy for growth, development and maintenance will be studied including the use of growth charts in monitoring nutritional status, examination of different types of infant formulas, composition of breast milk and parent-child interactions. Childhood and adolescence study will include introduction of foods and feeding techniques for children, development of feeding behaviors, and rapid growth requirements during adolescence, feeding abnormalities such as anorexia, bulimia, obesity, and peer influences. Also, the nutritional needs of adults and needs during aging, chronic disease states and social and economic factors affecting the nutritional status of the elderly will be examined.

**CONCEPTUAL STRUCTURE OF COURSE**

The course has been structured so that nutrition at the beginning of life, during pregnancy and infancy, are thoroughly reviewed first. Then, nutrition and health issues for children and adolescents are explored. Finally, nutrition and health issues for adults and the elderly, including chronic diseases, and the strategies to prevent and treatment them, are discussed.

**COURSE FORMAT**

Instructor relies heavily on lecture method to deliver information (via PowerPoint). However, the instructor will incorporate class discussions/reflections, case studies, short writing assignments, a term paper, and other forms of active participation whenever possible.

**REQUIRED TEXTBOOK**

Judith Brown; Janet Isaacs; Bea Krinke; Ellen Lechtenberg. *Nutrition Through the Life Cycle*. Thompson Wadsworth 4<sup>th</sup> ed. (2011). ISBN: [978-0-538-73341-0](http://www.ecampus.com) (www.ecampus.com)

# CF430 SPECIFIC LEARNING OBJECTIVES

## ***Nutrition Basics, Assessment and Dietary Guidance***

- Explain changes in dietary intake standards based on four major factors that influence nutrient needs: age, gender, growth, pregnancy and lactation
- Discuss what happens when people either get too little or too much energy or nutrients; describe the four methods used to detect nutritional deficiencies and excesses.
- Evaluate dietary intake of nutrients using appropriate methodologies for specified circumstances.

## ***Preconception and Pregnancy***

- Identify the nutritional factors that impair fertility for both men and women, and discriminate the fertility outcome differences between acute undernutrition and chronic undernutrition
- Recognize situations where nutrition interventions can improve pregnancy outcomes; and recommend appropriate nutrition interventions.
- Identify appropriate gestational weight gain ranges for women who are over-, under-, and normal weight.
- Recommend appropriate dietary interventions for the most common problems arising in pregnancy.

## ***Infancy & Lactation***

- List benefits of breastfeeding for both mother and infant.
- Explain how the maternal body adapts breast milk to support infant growth; and describe the physiological changes that occur during Lactogenesis I, II, and III.
- Explain and evaluate the growth rate of infants using weight for age, length for age, weight for length and head circumference for age measurements during the first year.
- Describe the cognitive, motor, sensory-motor, physiological and digestive development during the first year of life.
- Identify important infant nutrition statistics that evaluate successful infant outcomes associated with effective nutrition interventions.

## ***Nutrition for Children***

- Define nutrient recommendations for toddlers and preschoolers, identify common feeding problems, and recommend appropriate parental roles that support healthy eating patterns
- Outline the nutritional concerns during the life cycle stages of middle childhood and of preadolescence

## ***Nutrition for Adolescents***

- Identify the stages of adolescence that correspond to physical and psychosocial development.
- Evaluate dietary and eating-related behaviors in adolescents, including unhealthy behaviors such as frequent dieting, meal skipping and unhealthy dieting practices.
- Identify conditions that increase or decrease energy, protein and nutrient needs of adolescents; and recommend and evaluate appropriate nutrition interventions for these conditions.

## ***Nutrition for Adults and Elderly***

- Identify physiological changes that affect energy, protein, fluid and nutrient needs during adulthood; and describe the nutritional habits that benefit physical and/or mental health.
- Identify a healthy adult and plan a health-promoting diet for this individual, using one of the dietary guidance tools, such as MyPlate.
- Describe the growing problem of obesity and chronic diseases; identify factors contributing to the prevention and treatment of these health conditions.
- Describe age-associated physiological system changes and their impact on nutritional health.
- Explain the difference between normal aging and age-associated disease for three physiological processes.
- Using USDA's MyPlate, recommend dietary modifications for older adults who wish to decrease their risk of chronic disease



## **COURSE POLICIES**

You are responsible for your learning! Take full advantage of the resources available, including the textbook, lectures, activities, assignments, and office hours. I recommend that you attend every lecture period, but I do not usually take attendance. Chronic absences, tardiness, or other evidence that you have not been doing your best to learn will indicate that you don't deserve discretionary points. (Discretionary points may make a difference in your grade if you are borderline. Things you can do to get them: participate in class discussions and other classroom activities — look like you are trying to learn.) If something prevents you from attending class, or if I cannot give a class because of absence, typhoon, etc., you are still responsible to keep up with the reading/study. Contact a classmate for copies of new handouts if necessary.

As a courtesy to the instructor and to your classmates, in order to cause the least disruption to your fellow learners:

- 1) Please avoid coming late to class or leaving early. If you absolutely must, come in quietly. If you need to use the restroom, if possible please wait until there is an activity.
- 2) Please don't talk to each other when the instructor is addressing the class. If you want to catch-up with your friends/classmates, save it for after class.
- 3) Please turn off all cell phones, MP3 players or other devices, with or without text messages and earphones. Contact instructor before class begins if you need to make special arrangements for an emergency situation.

Professional and ethical conduct is expected at all times. Unethical conduct includes any form of cheating, including: plagiarism. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations, e.g., looking at other students' answers, using crib notes (including electronic), getting information from another person via ANY kind of communication; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers/reports/case studies, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; or (4) not doing your own work on case studies and assignments, doing someone else's work for them, or allowing someone else to copy your work. "Plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Because the University of Guam is an academic community with high professional standards, instruction is disrupted and undermined by dishonesty. Any evidence of cheating will result in a "0" for that assignment/exam or possibly an "F" for the entire course — final decision to be determined by the course instructor.

During the course of the semester, 2 exams will be administered. Make-up exams will NOT be given, unless you notify the instructor IN ADVANCE and you have a valid reason (to be determined at discretion of instructor). During the course of the semester, up to 10 quizzes will be administered. Make-up quizzes will not be given under ANY circumstances. However, your average quiz grade will only be based on the top 6 quiz scores, and your lowest scores (which could be a "0" if you miss a quiz) will be dropped from your quiz average.

Do not be late for an exam or quiz!! If you arrive late for the exam, and the first person who has already completed and turned in their exam has left the room — you will not be able to take that exam (and will receive a score of "zero" for that exam). The ONLY exception is if you contact the instructor IN ADVANCE and let her know that you will be late.

All assignments are due the day noted in the course syllabus unless 24-hour notice is given with a valid excuse (like giving birth or admitted to hospital). Otherwise, late assignments will be penalized 10% for each weekday late. It is the responsibility of the student to know when assignments are due and have them submitted to the instructor on time.

## STUDENT WORKLOAD

You should plan to spend an average of 2 hours studying for every hour of lecture class time. Since this is a 3 credit hour course, that equates to 6 hours of studying per week. I suggest you structure those 6 hours per week as follows:

- 2 hours pre-reading the textbook before class — read the sections that are assigned. Make note of new terms and key words, and write out the definitions. You may not be asked to memorize the terms for an exam, but you will be expected to know what the terms mean and be able to work with them.
- 2 hours re-reading the textbook and revising your notes after class — focus on the specific learning objectives for that particular topic. These will act as your study guide for the exams.
- 2 hours doing assignments and testing yourself on the specific learning objectives. The specific objectives can easily be converted to test questions. You should write out practice answers to all these questions. This way you will a) be ready for whatever selection of them appears on the test; b) become aware of any points which may need clarification in class.

## WITHDRAWAL DATES

The deadline for 'Voluntary Withdrawal' is October 08, 2014; you must withdraw at the UOG Records Office. If you want to withdraw after this date, you must file a 'Petition for Withdrawal' by December 12, 2014. Forms are available at the UOG Admissions and Records Office.

## CONTACT INFORMATION FOR CLASSMATES

Write the names and contact info for two or three classmates you can contact if you miss a session or want to study together. I encourage you to form study groups!

## UOG DISABILITIES POLICY

In accordance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, the University of Guam does not discriminate against students and applicants on the basis of disability in the administration of its educational and other programs. The University offers reasonable accommodations for a student or applicant who is otherwise qualified, if the accommodation is reasonable, effective and will not alter a fundamental aspect of the University's program nor will otherwise impose an undue hardship on the University, and/or there are not equivalent alternatives. Students are expected to make timely requests for accommodations using procedure described at: [www.uog.edu/eoo/PolicyDisability.pdf](http://www.uog.edu/eoo/PolicyDisability.pdf). If appropriate, the University may choose to consult with such individuals, at or outside the University, to provide expertise needed to evaluate the request for accommodation. *Each student bears the responsibility for initiating and then documenting a disability-related request for accommodation in the manner requested in this Policy.*

## SPECIAL NEEDS (EEO/ADA)

If you are a student with a special need who will require an accommodation(s) to participate in this course, please contact the instructor privately to discuss your specific needs. You will need to provide me with documentation concerning your needs for accommodation(s) from the EEO/ADA office. If you have not registered with the EEO/ADA office, you should do so immediately at 735-2243/2244/2971 (TTY) to coordinate your accommodation request.

## GRADING SYSTEM/EVALUATION METHODOLOGIES:

This course will be divided into two sections, nutrition requirements and food needs during (1) pregnancy, lactation and early childhood; and (2) adolescence, adulthood and aging.

| <i>Summary of Course Requirements</i> |  | <i>#points</i> |             |
|---------------------------------------|--|----------------|-------------|
| 1.                                    | 2 Exams (each exam worth 150 points) ..... | 300            | 50%         |
| 2.                                    | Quizzes .....                              | 120            | 20%         |
| 3.                                    | Argumentative Research Paper.....          | 90             | 15%         |
| 4.                                    | In-class Assignments/Reflections .....     | 70             | 12%         |
| 6.                                    | Discretionary .....                        | 20             | 3%          |
|                                       | <i>Total</i> .....                         | <i>600</i>     | <i>100%</i> |

## CALENDAR OF ASSIGNMENTS AND EXAMS

| Date  | Topic  | Chapter | Due                         |
|-------|--|---------|-----------------------------|
| 08/21 | Course Introduction & Syllabus                               |         |                             |
| 08/26 | Overview of Nutrition Basics and Dietary Guidance .....      | 1       |                             |
| 08/28 | Preconception Nutrition Issues .....                         | 2-3     |                             |
| 09/02 | Nutrition During Pregnancy.....                              | 4-5     |                             |
| 09/04 | Nutrition During Pregnancy.....                              | 4-5     |                             |
| 09/09 | Nutrition During Pregnancy.....                              | 4-5     | Research Paper Topic        |
| 09/11 | Nutrition During Pregnancy .....                             | 4-5     |                             |
| 09/16 | Nutrition & Lactation .....                                  | 6-7     |                             |
| 09/18 | Nutrition & Lactation .....                                  | 6-7     |                             |
| 09/23 | Nutrition & Lactation .....                                  | 6-7     |                             |
| 09/25 | Infant Nutrition .....                                       | 8-9     |                             |
| 09/30 | Infant Nutrition.....  | 8-9     |                             |
| 10/02 | Infant Nutrition .....                                       | 8-9     |                             |
| 10/07 | Nutrition & Infection .....                                  |         | Research Paper Bibliography |
| 10/09 | <b>Exam #1 (covering "basics" to "infection")</b> .....      |         |                             |
| 10/14 | Nutrition for Children .....                                 | 10-11   |                             |
| 10/16 | <b>No Class – work on Argumentative paper</b>                |         |                             |
| 10/21 | Nutrition for Children .....                                 | 10-11   |                             |
| 10/23 | Nutrition for Children .....                                 | 10-11   | Research Paper Outline      |
| 10/28 | Nutrition for Adolescents.....                               | 10-11   |                             |
| 10/30 | In-class Assignment w/ Ellyn Satter video .....              | 10-11   |                             |
| 11/04 | Nutrition for Adolescents .....                              | 14-15   |                             |
| 11/06 | Teen Pregnancy .....   | 15      |                             |
| 11/11 | <b>No Class – Holiday Veterans Day</b>                       |         |                             |
| 11/13 | Teen Pregnancy .....   | 15      |                             |
| 11/18 | Obesity in Children & Adolescents .....                      | 15      |                             |
| 11/20 | Adult Nutrition .....  |         |                             |
| 11/25 | Adult Nutrition .....  | 16-17   |                             |
| 11/27 | <b>No class – Holiday: Thanksgiving</b>                      |         |                             |
| 12/02 | Nutrition & the Elderly .....                                | 16-17   | Final Research Paper        |
| 12/04 | Obesity, Chronic Diseases & Risk Reduction.....              | 18-19   |                             |
| 12/09 | Obesity, Chronic Diseases & Risk Reduction.....              |         |                             |
| 12/11 | TBA  |         |                             |
| 12/16 | <b>Exam #2 (covering Child Nutrition to Chronic Disease)</b> |         |                             |

*This schedule is tentative, and subject to change. Any changes will be announced in class.*

### CURRENT BIBLIOGRAPHY

Institute of Medicine, Food and Nutrition Board, National Academy of Science; *Nutrition During Pregnancy*. Washington D.C., 1990, National Academy Press.

Institute of Medicine, Food and Nutrition Board, National Academy of Science; *Nutrition During Lactation*. Washington D.C., 1990, National Academy Press.

Satter, E. *Child Of Mine — Feeding with love and good sense*. Bull Publishing Company, Palo Alto, CA, 1983.

Satter, E. *How To Get Your Kid To Eat ... But Not Too Much*. Bull Publishing Company, Palo Alto, CA, 1987.

Woteki CE, Thomas PR, ed. *Eat For Life — The Food and Nutrition Board's Guide to Reducing Your Risk of Chronic Disease*. National Academy Press, Washington, DC, 1992.

**UNIVERSITY OF GUAM**  
**College of Natural & Applied Sciences**  
**CF 435 SPORTS NUTRITION**  
**COURSE SYLLABUS — Fall 2015**

**MEETING TIMES**

Mondays&Wednesdays 12:30 to 1:50 p.m.

**INSTRUCTOR**

Tanisha F. Aflague, Ph.D., R.D.N., L.D., Assistant Professor of Nutrition

Office: Agriculture Bldg, Room 113c

Phone: 735-2026

Fax: 734-2040

E-mail: [tanisha.aflague@gmail.com](mailto:tanisha.aflague@gmail.com)

Office Hours: Tuesdays 1:00-2:30 pm

Course website/link available at: [campus.uogdistance.com](http://campus.uogdistance.com)

**CATALOG DESCRIPTION**

This course focuses on nutrition for active people engaged in exercise for sport performance, recreation, or health and fitness. Nutritional needs for strength and endurance training, low body weight, team sports, vegetarians, children, adolescents, and adult athletes will be discussed.

**COURSE CONTENT**

Human energy systems & energy balance; Energy stores and fuels used during physical activity; Carbohydrate metabolism and glycogen loading; Protein for performance; Fat metabolism and physical activity; Caffeine, alcohol, and ergogenic aids; Role of vitamins and minerals in physical activity; Hydration and fluid replacements; Eating disorders; Body composition and obesity; Weight loss and weight gain; and Dietary supplements

**COURSE FORMAT**

Instructor relies heavily on lecture method to deliver information. However, the instructor will incorporate class discussions, group case studies, and other forms of active participation whenever possible.

**REQUIRED TEXTBOOK**

William Melvin H., *Nutrition For Health, Fitness & Sport*, 10<sup>th</sup> (or 9<sup>th</sup>) edition. McGraw-Hill, 2009 (ISBN 978-0073375557).

**LEARNING OBJECTIVES: *Ina', Diskubre, Setbe***

As a result of taking this course the learner should be able to:

- Describe human energy metabolism and power production
- Describe human fuel utilization at rest and during physical activity
- Calculate energy expenditure and energy intake to meet energy balance for physically active people
- Use a computerized nutrition analysis program to plan meals and snacks that meet the energy and nutrient needs of physically active people
- Calculate fluid needs and develop hydration plans for physically active people
- Calculate sweat loss and sweat rate for physically active people
- Explain the rationale and provide practical strategies for maintaining optimal hydration for physical activity and sports performance
- Explain the appropriate selection of sports drinks pre-exercise, during exercise and in recovery after exercise
- Use a computerized nutrition analysis program to develop menus for health and fitness
- Suggest eating strategies for pre-exercise, recovery nutrition, eating while traveling, and eating on competitive days
- Use NIH guidelines to assess risk for obesity and overweight
- Describe special nutritional needs of physically active children, adolescents, and vegetarians
- Evaluate sports nutrition information, dietary supplements, and nutritional ergogenic aids

## **COURSE REQUIREMENTS**

You are responsible for your learning! Take full advantage of the resources available, including the textbook, lectures, activities, assignments, and office hours. I recommend that you attend every lecture period, but I do not usually take attendance. Chronic absences, tardiness, or other evidence that you have not been doing your best to learn will indicate that you don't deserve discretionary points. (Discretionary points may make a difference in your grade if you are borderline. Things you can do to get them: participate in class discussions and other classroom activities — look like you are trying to learn.) If something prevents you from attending class, or if I cannot give a class because of absence, typhoon, etc., you are still responsible to keep up with the reading/study. Contact a classmate for copies of new handouts if necessary.

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- 2) Please don't talk to each other when the instructor is addressing the class. If you want to catch-up with your friends/classmates, save it for after class.
- 3) Please turn off all cell phones, MP3 players or other devices, with or without text messages and earphones. Contact instructor before class begins if you need to make special arrangements for an emergency situation.

Professional and ethical conduct is expected at all times. Unethical conduct includes any form of cheating, including: plagiarism. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations, e.g., looking at other students' answers, using crib notes (including electronic), getting information from another person via ANY kind of communication; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers/reports/case studies, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; or (4) not doing your own work on case studies and assignments, doing someone else's work for them, or allowing someone else to copy your work. "Plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Because the University of Guam is an academic community with high professional standards, instruction is disrupted and undermined by dishonesty. Any evidence of cheating will result in a "0" for that assignment/exam or possibly an "F" for the entire course — final decision to be determined by the course instructor.

During the course of the semester, 2 exams will be administered. Make-up exams will NOT be given, unless you notify the instructor IN ADVANCE and you have a valid reason (to be determined at discretion of instructor). During the course of the semester, up to 8 quizzes will be administered. Make-up quizzes will not be given under ANY circumstances. However, your average quiz grade will only be based on the top 5 quiz scores, and your lowest scores (which could be a "0" if you miss a quiz) will be dropped from your quiz average.

Do not be late for an exam or quiz!! If you arrive late for the exam, and the first person who has already completed and turned in their exam has left the room — you will not be able to take that exam (and will receive a score of "zero" for that exam). The ONLY exception is if you contact the instructor IN ADVANCE and let her know that you will be late.

All assignments are due the day noted in the course syllabus unless 24-hour notice is given with a valid excuse (which is accepted by instructor). Otherwise, late assignments will be penalized 10% for *each* weekday late. It is the responsibility of the student to know when assignments are due and have them submitted to the instructor on time.

Based on the new CDC guidance, the Department of Public Health and Social Services recommends that people with influenza-like illness should stay home for 3-5 days or 24 hours after their fever is gone without the use of fever-reducing medicine, whichever is longer (fever is defined as having a temperature of 100 degrees Fahrenheit or 37.8 degrees Celsius or greater. If you feel ill with flu-like symptoms please stay home and contact me by phone or email. We will arrange to accommodate your absence by assigning work to be completed at home. Please refer to the H1N1 alert notices posted across the campus.

## **UOG DISABILITIES POLICY**

In accordance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, the University of Guam does not discriminate against students and applicants on the basis of disability in the administration of its

educational and other programs. The University offers reasonable accommodations for a student or applicant who is otherwise qualified, if the accommodation is reasonable, effective and will not alter a fundamental aspect of the University's program nor will otherwise impose an undue hardship on the University, and/or there are not equivalent alternatives. Students are expected to make timely requests for accommodations using procedure described at: [www.uog.edu/eoo/PolicyDisability.pdf](http://www.uog.edu/eoo/PolicyDisability.pdf). If appropriate, the University may choose to consult with such individuals, at or outside the University, to provide expertise needed to evaluate the request for accommodation. *Each student bears the responsibility for initiating and then documenting a disability-related request for accommodation in the manner requested in this Policy.*

**SPECIAL NEEDS (EEO/ADA)**

If you are a student with a special need who will require an accommodation(s) to participate in this course, please contact the instructor privately to discuss your specific needs. You will need to provide me with documentation concerning your needs for accommodation(s) from the EEO/ADA office. If you have not registered with the EEO/ADA office, you should do so immediately at 735-2243/2244/2971 (TTY) to coordinate your accommodation request.

**GRADING SYSTEM/EVALUATION METHODOLOGIES:**

|    |  |            |
|----|--|------------|
| 1. | 2 Exams (100 points each) .....                    | 200        |
| 2. | Quizzes (5).....                                   | 100        |
| 3. | In-class work/assignments.....                     | 50         |
| 4. | <i>Practical Application</i> Assignments (4) ..... | 100        |
| 5. | Team Sports Project .....                          | 50         |
| 6. | Get-Active Project.....                            | 50         |
| 7. | Discretionary .....                                | 50         |
|    | <b>Total .....</b>                                 | <b>600</b> |

**WITHDRAWAL DATES**

The deadline for 'Voluntary Withdrawal' is October 7, 2015; you must withdraw at the UOG Records Office. If you want to withdraw after this date, you must file a 'Petition for Withdrawal' by December 11, 2015. Forms are available at the UOG Admissions and Records Office.

**STUDENT WORKLOAD**

You should plan to spend an average of 2 hours studying for every hour of lecture class time. Since this is a 3 credit hour course, that equates to 6 hours of studying per week. I suggest you structure those 6 hours per week as follows:

- 2 hours pre-reading the textbook before class — read the sections that are assigned. Make note of new terms and key words, and write out the definitions. You may not be asked to memorize the terms for an exam, but you will be expected to know what the terms mean and be able to work with them.
- 2 hours re-reading the textbook and revising your notes after class — focus on the specific learning objectives for that particular topic. These will act as your study guide for the exams.
- 2 hours doing assignments and testing yourself on the specific learning objectives. The specific objectives can easily be converted to test questions. You should write out practice answers to all these questions. This way you will a) be ready for whatever selection of them appears on the test; b) become aware of any points which may need clarification in class.

**CONTACT INFORMATION FOR CLASSMATES**

Write the names and contact info for two or three classmates you can contact if you miss a session or want to study together. I encourage you to form study groups!

**TOBACCO FREE AND SMOKE FREE CAMPUS**

University of Guam is a tobacco and smoke free campus. Please review the Tobacco Policy and Tobacco/Smoking Cessation Resources at [www.uog.edu/smoke-free-uog](http://www.uog.edu/smoke-free-uog).

## CALENDAR OF ASSIGNMENTS AND EXAMS

| Date  | Topic   | Reading # | Due                             |
|-------|---|-----------|---------------------------------|
| 08/19 | Course Introduction & Syllabus                              |           |                                 |
| 08/24 | Intro to Sports Nutrition .....                             | 1         |                                 |
| 08/26 | Ingestion to Energy Metabolism .....                        | 2         |                                 |
| 08/31 | (continued) Ingestion to Energy Metabolism (Guest lecturer) |           | Calculation Assignment #1       |
| 09/02 | Anatomy & Physiology of Exercise (Guest lecturer) .....     | 3         |                                 |
| 09/07 | No Class - Holiday  |           |                                 |
| 09/09 | Food, Drugs & Supplements / Team Sports.....                | 4 & 5     |                                 |
| 09/14 | Exercise Assessment .....                                   |           | <b>Wear Comfy Clothes! (A1)</b> |
| 09/16 | Short Presentations (on supplements) .....                  |           | S&E Assignment #2               |
| 09/21 | Carbohydrates .....   | 6         |                                 |
| 09/23 | Carbohydrates (continued) .....                             | 6         |                                 |
| 09/28 | Fat.....  | 7         |                                 |
| 09/30 | (continued).....  | 7         |                                 |
| 10/05 | Protein.....  | 8         |                                 |
| 10/07 | <b>Exam #1 (Introduction through fat)</b>                   |           |                                 |
| 10/12 | Protein(continued) .....                                    | 8         |                                 |
| 10/14 | Water, Electrolytes & Temperature Regulation .....          | 9         | In-Class A2                     |
| 10/19 | Nutrition for Endurance Sports .....                        | 10        |                                 |
| 10/21 | Quiz #5 & "Marathon Challenge" .....                        |           | In-Class A3                     |
| 10/26 | Presentations — Team Sports.....                            |           | Team Sports Materials           |
| 10/28 | Presentations — Team Sports.....                            |           | Reaction paper (#3)             |
| 11/02 | No Class - Holiday  |           |                                 |
| 11/04 | Vitamins .....  | 11        | (Note: Nov.8 Ko'ko' Run)        |
| 11/09 | Minerals .....  | 12        |                                 |
| 11/11 | No Class — Holiday  |           |                                 |
| 11/16 | Quiz #6&"Female Athlete Triad" .....                        |           | In-Class A4                     |
| 11/18 | Body Weight and Composition .....                           | 13        | Get-ActiveProject: Part 1       |
| 11/23 | Weight Loss & Maintenance .....                             | 14        | Reaction paper (#4)             |
| 11/25 | Weight Gain & Strength/Power Athletes (?Guest speaker)..    | 15        | In-Class A5                     |
| 11/30 | Special Populations .....                                   | 16        |                                 |
| 12/02 | Get-Active presentations .....                              |           | Get-Active Project: Part 2      |
| 12/07 | Get-Active presentations .....                              |           |                                 |
| 12/09 | <b>Exam #2 (Protein through special populations)</b>        |           |                                 |

***This schedule is tentative, and subject to change. Any changes will be announced in class.***

**UNIVERSITY OF GUAM**  
**COLLEGE OF NATURAL AND APPLIED SCIENCES**  
**CF 445 Food Chemistry (Spring Semester)**  
**Course Syllabus**

**Instructor:**

Jian Yang, Ph.D., Professor of Food Science  
Office: Agriculture Bldg, Room 113B  
Phone: 735-2027  
E-mail: jyany@uguam.uog.edu  
Schedule:  
Office Hours:

**Course Description:**

This course covers the chemical properties of food constituents discussed in relation to their effect on processing, nutrition, stability, and shelf life. Three hours of lecture is held weekly and 3 laboratories are held in the semester.

Prerequisites: CH100/100L and CH101/101L, or CH102/102L and CH103/103L, or BI 157-157L and BI158-158L, or consent of instructor.

**Course Objectives:**

The students will be able to:

- Identify structures and understand functional properties of components in foods;
- Clarify chemical and biochemical reactions of food components during the harvest, processing, storage, and distribution of foods;
- Interpret the association of food components with food characteristics, sensory properties, safety, and quality;
- Apply food chemistry principles in food formulation, processing, and storage.
- Demonstrate using analytical tools to study the chemistry and solve problems in food formulation, processing, and storage; and
- Extrapolate chemical and biochemical reactions that influence on loss of quality and/or wholesomeness of foods.

**Textbook:**

Owen R. Fennema, Fennema's Food Chemistry, 4<sup>th</sup> Edition. CRC, 2007 (ISBN-13: 978-0849392726)



**Teaching Methodologies:**

This course will include individual, group and cooperative learning methods. Classes will consist of lectures, group discussions, outside readings, oral presentations, and written assignments. The laboratories will consist of instructions, demonstrations, group discussions, oral presentations, and outside readings

**Course Requirement and Policies:**

You are responsible for your learning. Take advantage of the available resources provided for this course, such as books, literatures, activities, and office hours. You are required to attend every lecture period, finish assignments, take quizzes and exams, and complete a term paper. Chronic absences and tardiness will result in a loss of the discretionary points. If something prevents you from attending class, you are still responsible to keep up with your study. Please contact the instructor or a classmate for copies of new handouts.

As a courtesy and avoiding disruption to the instructor and to your classmates, please come to class on time and not leave early. Please don't talk to each other when the instructor is addressing the class or a student is speaking or answering questions. Please turn off all cell phone, MP3 players, or other devices, which may interrupt the class. For an emergency situation, please contact instructor to make a special arrangement before class begins.

All assignments must be submitted on the scheduled dates. Later submission of assignments will not be accepted. No plagiarism and any form of cheating will be allowed in doing assignments, taking quizzes and exams, and writing a term paper. Any evidence of cheating and plagiarism will result in a score of zero for that assigned task or possible a score of "F" for the entire course. Three exams will be given on scheduled dates in this course; no make-up exam will be given. If you miss an exam, the score of the missing exam will be either zero or an average of your score—the determination is based on a valid reason and the instructor's discretion. If you are unable to take the exam, you should notify the instructor in advance.

**UOG DISABILITIES POLICY**

In accordance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, the University of Guam does not discriminate against students and applicants on the basis of disability in the administration of its educational and other programs. The University offers reasonable accommodations for a student or applicant who is otherwise qualified, if the accommodation is reasonable, effective and will not alter a fundamental aspect of the University's program nor will otherwise impose an undue hardship on the University, and/or there are not equivalent alternatives. Students are expected to make timely requests for accommodations using procedure described at: [www.uog.edu/eo/PolicyDisability.pdf](http://www.uog.edu/eo/PolicyDisability.pdf). If appropriate, the University may choose to consult with such individuals, at or outside the University, to provide expertise needed to evaluate the request for accommodation. *Each student bears the responsibility for initiating and then documenting a disability-related request for accommodation in the manner requested in this Policy.*

**SPECIAL NEEDS (EEO/ADA)**

If you are a student with a special need who will require an accommodation(s) to participate in this course, please contact the instructor privately to discuss your specific needs. You will need to provide me with documentation concerning your needs for accommodation(s)

from the EEO/ADA office. If you have not registered with the EEO/ADA office, you should do so immediately at 735-2243/2244/2971 (TTY) to coordinate your accommodation request.

**Grading System:**

| <i>Requirements</i>     | <i>Points</i> | <i>%</i>   |
|-------------------------|---------------|------------|
| 3 Examinations          | 300 pts       | 60%        |
| Laboratories            | 100 pts       | 20%        |
| Assignments and quizzes | 50 pts        | 10%        |
| <u>Attendance</u>       | <u>50 pts</u> | <u>10%</u> |
| Total:                  | 500 pts       | 100%       |

Grading:      A = 450 – 500              B = 400 – 449              C = 350 – 399  
                    D = 300 – 349              F = 300 and below

**WITHDRAWAL DATES**

You must withdraw at the UOG Records Office before the date of the deadline for ‘Voluntary Withdraw’. If you want to withdraw after this date, you must file a ‘Petition for Withdraw’ by the deadline date. Forms are available at the UOG Admissions and Records Office.

**STUDENT WORKLOAD**

For every hour of a lecture class, a student needs to spend an average of 2 hours for studying. For a 3 credit hour course, you need to spend 6 hours for studying. I suggest you to structure your 6 hours: 1 hour of pre-reading the textbook before class, 3 hours of re-reading the textbooks or other reference

**CONTACT INFORMATION FOR CLASSMATES**

Write the names and contact info for two or three classmates you can contact if you miss a session or want to study together. I encourage you to form study groups!

**SUGGESTED SUPPLEMENTAL READINGS**

Belitz, H.D., Grosch W., Schieberle, P. Food Chemistry. 4<sup>th</sup> revised and extended edition, Springer, 2009. (ISBN: 978-3-540-69934-7).

**SPRING CALENDAR**  
**CF 494**  
**Food Chemistry**

| <b>Date</b> | <b>Topic</b>                      |
|-------------|-----------------------------------|
| Jan.        | Introduction of food chemistry    |
| Jan.        | Water (2 lectures)                |
| Jan.        | Library                           |
| Jan., Feb.  | Dispersions (2 lectures)          |
| Feb.        | Carbohydrates (5 lectures)        |
| Feb.        | Laboratory I: Emulsions           |
| Feb.        | EXAMINATION I                     |
| Feb., March | Lipids (5 lectures)               |
| March       | Proteins (5 lectures)             |
| March       | Laboratory II: Pectins            |
| April       | EXAMINATION II                    |
| April       | Easter Break                      |
| April       | Enzymes (4 lectures)              |
| April       | Laboratory III: Proteins          |
| April       | Color and pigments (3 lectures)   |
| May         | Flavor and additives (2 lectures) |
| May         | Laboratory IV: Enzymes            |
| May         | FINAL EXAMINATION                 |

## Mapping Course Student Learning Outcomes, Program Learning Outcomes, and Institution Learning Outcomes

### Course Student Learning Outcomes (SLOs)

- Identify structures and understand functional properties of components in foods;
- Clarify chemical and biochemical reactions of food components during the harvest, processing, storage, and distribution of foods;
- Interpret the association of food components with food characteristics, sensory properties, safety, and quality;
- Apply food chemistry principles in food formulation, processing, and storage.
- Demonstrate using analytical tools to study the chemistry and solve problems in food formulation, processing, and storage; and
- Extrapolate chemical and biochemical reactions that influence on loss of quality and/or wholesomeness of foods.

### CNAS Program Learning Outcomes (PLOs)

- PLO1 *Disciplinary Knowledge and Skills*: Graduates will demonstrate integrated knowledge in their chosen fields of study and the related sciences.
- PLO2 *Research Skills*: Graduates possess critical thinking and analytical skills. Graduates are competent in basic procedures and safety protocols in conducting research. Graduates can use their knowledge and understanding of scientific concepts to explain and solve problems in their field.
- PLO3 *Analytical Skills*: Graduates can apply quantitative and/or qualitative analytical methods in agriculture and the life sciences.
- PLO4 *Communication Skills*: Graduates can gather and assess information and use it to create effective research and outreach communication media and oral presentations.
- PLO5 *Ethics and Professionalism*: Graduates understand the ethical principles underlying research, publication, and professional behavior. Graduates can demonstrate teamwork and networking skills, and understand the importance of providing correct credit for others' work.
- PLO6 *Multicultural Competence*: Graduates will develop cross-cultural respect and a foundation for life-long multicultural competence.
- PLO7 *Life-Long Learning and Integration of Knowledge from the Sciences and the Arts*: Graduates can empower themselves through life-long learning to enhance their knowledge base, and demonstrate an ability to integrate knowledge from the sciences and the arts.

### UOG Institution Learning Outcomes (ILOs)

- ILO1: Master of critical thinking and problem solving
- ILO2: Master of quantitative analysis
- ILO3: Effective oral and written communication
- ILO4: Understanding and appreciation of culturally diverse people, ideas and value in a democratic context
- ILO5: Responsible use of knowledge, natural resources, and technology
- ILO6: An appreciation of the arts and sciences

- ILO7: An interest in personal development and lifelong learning

| <b>Course SLOs:</b> Upon completion of the course, students will  | <b>Program SLOs.</b> These skills will introduce   | <b>Institution SLOs.</b>  | <b>Methods of Assessment</b>   |
|---|--|---|--|
| 1. Identify structures and understand functional properties of components in foods  | <p>PLO1: Disciplinary knowledge and skills;</p> <p>PLO2: Research skills;</p> <p>PLO7: Life-long learning and integration of knowledge from the Science and the Arts.</p>  | <p>ILO1: Master of critical thinking and problem solving;</p> <p>ILO5: Responsible use of knowledge, natural resources, and technology;</p> <p>ILO7: Interest in personal development and lifelong learning.</p>  | Question, discussion, assignment, quiz, and exam                           |
| 2. Clarify chemical and biochemical reactions of food components during the harvest, processing, storage, and distribution of foods | <p>PLO1: Disciplinary knowledge and skills;</p> <p>PLO2: Research skills;</p> <p>PLO7: Life-long learning and integration of knowledge from the Science and the Arts.</p>  | <p>ILO1: Master of critical thinking and problem solving;</p> <p>ILO5: Responsible use of knowledge, natural resources, and technology;</p> <p>ILO6: An appreciation of the arts and sciences.</p>  | Questions, discussion, assignment, quiz, and exam                          |
| 3. Interpret the association of food components with food characteristics, sensory properties, safety, and quality;                 | <p>PLO2: Research skills;</p> <p>PLO3: Analytical skills;</p> <p>PLO4: Communication skills;</p> <p>PLO7: Life-long learning and integration of knowledge from the Science and the Arts.</p>   | <p>ILO1: Master of critical thinking and problem solving;</p> <p>ILO2: Master of quantitative analysis;</p> <p>ILO5: Responsible use of knowledge, natural resources, and technology</p>  | Questions, discussion, assignment, quiz, and exam                          |
| 4. Apply food chemistry principles in food formulation, processing, and storage.  | <p>PLO1: Disciplinary knowledge and skills;</p> <p>PLO2: Research skills;</p> <p>PLO3: Analytical skills;</p> <p>PLO7: Life-long learning and integration of knowledge from the Science and the Arts.</p>                                    | <p>ILO1: Master of critical thinking and problem solving;</p> <p>ILO2: Master of quantitative analysis;</p> <p>ILO5: Responsible use of knowledge, natural resources, and technology;</p> <p>ILO7: An interest in personal development and lifelong learning.</p>   | Questions, discussion, assignment, quiz, and exam, Laboratory experiments. |
| 5. Demonstrate using analytical tools to study the chemistry and solve problems in food formulation, processing, and storage        | <p>PLO1: Disciplinary knowledge and skills;</p> <p>PLO2: Research skills;</p> <p>PLO3: Analytical skills;</p> <p>PLO7: Life-long learning and integration of knowledge from the Science and the Arts.</p>                                    | <p>ILO1: Master of critical thinking and problem solving;</p> <p>ILO2: Master of quantitative analysis;</p> <p>ILO5: Responsible use of knowledge, natural resources, and technology;</p> <p>ILO7: An interest in personal development and lifelong learning.</p>   | Questions, discussion, assignment, quiz, and exam, Laboratory experiments. |
| 6. Extrapolate chemical and biochemical reactions that influence on loss of quality and/or wholesomeness of foods.                  | <p>PLO1: Disciplinary knowledge and skills;</p> <p>PLO2: Research skills;</p> <p>PLO3: Analytical skills;</p> <p>PLO4: Communication skills;</p> <p>PLO7: Life-long learning and integration of knowledge from the Science and the Arts.</p> | <p>ILO1: Master of critical thinking and problem solving;</p> <p>ILO3: Effective oral and written communication;</p> <p>ILO5: Responsible use of knowledge, natural resources, and technology;</p> <p>ILO6: An appreciation of the arts and sciences;</p> <p>ILO7: An interest in personal development and lifelong learning.</p> | Questions, discussion, assignment, quiz, and exam, Laboratory experiments. |

UNIVERSITY OF Guam  
College of Natural & Applied Sciences  
CF-450 Family Resource Management  
Course Syllabus

**Instructor:** Peter R. Barcinas

Office: Agriculture Life Sciences Bldg Rm 228C  
Phone: 735-2050/55  
E-mail: [pbarcina@uguam.uog.edu](mailto:pbarcina@uguam.uog.edu)  
[programleader@gmail.com](mailto:programleader@gmail.com)  
Office Hours: By appointment

**Course Title:** CF-450 Family Resource Management  
3 Credit Hours

**Course Schedule:** Monday-Wednesday TBA  
CNAS Rm. 228 Conference Room

**1. Course Description:**

This course studies family resource identification and management in relation to a successful household. Family goals and communication, financial management, principles and techniques in managing time, energy, and money are stressed. Housing, family life cycle, seniors and government resources are topics included. A family and community foundation provides the basis to understand family resource management and then explores how through family and community assessments of needs determine what community resources exists, identification of gaps and the impacts to families.

**Prerequisites:** EC-212, and PY-101 or SO-101

**2. Institutional Learning Objectives:**

- Mastery of critical thinking and problem solving
- Effective oral and written communication
- Responsible use of knowledge and technology
- Lifelong learning

**3. CLS Program Learning Objectives:**

- Students will be able to demonstrate criterion level knowledge of family diversity in the global community
- Students will be able to demonstrate criterion level knowledge of the effects of context [social, economic, political, historical, & cultural environment] on family functioning & development
- Students will be able to demonstrate critical thinking skills and problem solving abilities; demonstrate criterion level knowledge of family diversity in the global community; demonstrate research skills
- Students will be able to demonstrate oral communication skills, basic research skills, technological skills, critical and problem solving skills

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College of Natural & Applied Sciences  
CF-450 Family Resource Management  
Course Syllabus

- Students will be able to apply knowledge and professional skills to address issues encountered in professional settings; demonstrate written and oral communication skills, basic research skills, technological skills, critical and problem solving skills; demonstrate ability to gather and synthesize information

**4. Student Learning Objectives:** At the end of this course, the learner will be able to:

- SLO-1: Compare and contrast elements of Work and family relationships and human resources development. Identify critical success factors and role of family members in the world of work.
- SLO-2: Identify strategies for enhancing career options and career development through lifelong learning
- SLO-3: To learn and understand the many factors that influence family living activities.
- SLO-4: Learn how to deal with the different aspects and options available to solve family living situations and accommodate the stresses that affect family living. The applications of different management and economic principles will be provided in dealing with the different family living situations.
- SLO-5: Explore two key resources' (time and money) allocation and management. Students should demonstrate a basic grasp of core concepts in the management of each.

**5. Course Format:**

This course is designed to provide the student with an understanding of the context of family and community resources, issues faced by families, to assess the impacts of such issues on Guam families. Series of lectures, seminars, papers, student projects, guest lectures external collaborators, field activities, presentations, and other educational activities. All activities supported by an extensive set of selected required readings. Topics and assignments will be negotiated with the students. Students will need an active email account and access to the internet. If you don't have this see the UOG computer center. Weekly discussion threads will be provided via the stated methodology and will be used as posting site for assignments and essays.

**6. Required Texts and Course Materials:**

**Selected readings:** (With associated copying charges) will be provided. To a limited degree, these readings will be negotiated between instructor and class participants. The

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College of Natural & Applied Sciences  
CF-450 Family Resource Management  
Course Syllabus

following are some reserved books which will be used for assigned reading and for optional reading.

Garman, E. T. (2006). *Consumer economic issues in America*. Cengage Learning.

A collection of articles, chapters and supplemental references, recent journal articles, research will be provided during class time or on the course Moodle to include articles and excerpts related to Family Resource Management will be provided to include the following assigned readings and resources below:

- Kerka, S., & ERIC Clearinghouse on Adult, C. H. (2001). The Balancing Act of Adult Life. ERIC Digest.
- Kerka, S., & ERIC Clearinghouse on Adult, C. H. (2001). Human Resource Development. Trends and Issues Alert No. 25.
- Martin, A. (2000). The family and consumer sciences profession: A viable career for the new millennium. Journal of Family and Consumer Sciences, V. 92., 113-117.
- O'Neil, B., Bristow, B., & Brennan, P., (1999). Changing financial behavior: implications for family and consumer sciences professionals. Journal of Family and Consumer Sciences, V.91,
- 2015 Consumer Action Handbook, United States General Services Administration Federal Citizen Information Center, <http://www.usa.gov/topics/consumer/consumer-action-handbook.pdf>
- Consumer Information Catalog: [www.pueblo.gsa.gov](http://www.pueblo.gsa.gov)
- Current Event: Government of Guam Retirement Fund Newsletter

**Supplemental Material:**

- 2010 Profile of General Demographic Characteristics for Guam
- Comparison 1990 and 2000 Guam Department of Commerce
- Guam Statistical Yearbook (or most current version available) ([http://bsp.guam.gov/GU%20Statistical%20Yearbook\\_2012.pdf](http://bsp.guam.gov/GU%20Statistical%20Yearbook_2012.pdf))

**7. Course Requirements:**

Attendance and participation in the class discussions, Moodle daily/weekly forum discussions will be required as part of the active participation grading rubric. Not doing so will make a passing grade unlikely. At the discretion of the instructor, bonus points will be awarded to students for seminar presentations. The bonus points will be used to enhance the total points earned. A total of 10 points could be added for attendance. I like to be notified by phone or e-mail if you will not be in class (it helps in planning group activities).



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College of Natural & Applied Sciences  
CF-450 Family Resource Management  
Course Syllabus

Course assignments: The assignments for CF 450 consist of readings from selected course materials, and online sources, journals and reports, and includes instructor Study Notes. Students are expected to respond to questions about the readings, in-class assignments and Moodle posted assignments and discussions. You will be expected to write short essays in response to questions and assignments posed by the instructor. You will critique articles, and comment on other student's posting or writings. Remember this is an upper level coursework. Essays posted to the instructor and to the course site should be between at a minimum of 300 -500 words unless otherwise noted. Be sure to check spelling, grammar, APA style, and be sure your name appears on the paper.

Activity assignments will be assigned weekly\*.

Assignment papers: Four short session essay assignments will be due. The papers will provide the opportunity to explore and investigate a specific family resource issue related to the session topics covered during the course. **The papers are due on the specified due date (will be announced).**

Group/Class Project: During the semester, a class project will be allocated to support lecture topics. Each student or student pair will select a family resource theme or research area.

Preferred Methods for Delivering Assignments:

All assignments and essay papers are to be submitted during the corresponding week's assignment due date and should be uploaded to the course Moodle assignment link.

Group Presentation: A group project is due towards the last session of the course calendar (pls. refer to the class schedule). A minimum of two members will develop a presentation on one of the four Parts as presented in the session outlines. The presentation should indicate how the subject area relates to work and family resources. Development of this project will be discussed during each of the phases.

**8. Policies on Late Assignments:**

Assignments are to be completed and submitted by the posted due date or as announced; unexcused late submittals are subject to the following penalty:

- Papers or assignments up to one week late will be accepted and receive partial credit or three-fourths credit or as specified in the Moodle course site.
- Papers up to two weeks late will receive one-half credit
- Work submitted more than two weeks late receives no credit

**9. UOG DISABILITIES POLICY**

In accordance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, the University of Guam does not discriminate against

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students and applicants on the basis of disability in the administration of its educational and other programs. The University offers reasonable accommodations for a student or applicant who is otherwise qualified, if the accommodation is reasonable, effective and will not alter a fundamental aspect of the University's program nor will otherwise impose an undue hardship on the University, and/or there are not equivalent alternatives. Students are expected to make timely requests for accommodations using procedure described at: [www.uog.edu/eoo/PolicyDisability.pdf](http://www.uog.edu/eoo/PolicyDisability.pdf). If appropriate, the University may choose to consult with such individuals, at or outside the University, to provide expertise needed to evaluate the request for accommodation. *Each student bears the responsibility for initiating and then documenting a disability-related request for accommodation in the manner requested in this Policy.*

**Special Needs:**

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation(s) from the EEO/ADA Office. If you have not registered with the EEO/ADA Office, you should do so immediately. Contact them at 735-2243(TTY)/2244/2971 to coordinate your accommodation request. [\*full text at: [www.uog.edu/eoo/PolicyDisability.pdf](http://www.uog.edu/eoo/PolicyDisability.pdf)]

**10. Grading Criteria and Components of Course Grading:**

Course grades will be based on participation and completion of the following sections listed below. For a passing grade students must obtain 70% or higher.

|  |             |
|--|-------------|
| Weekly Assignments and Discussions/In-class Activities | 30%         |
| Session papers   | 20%         |
| Quizzes  | 10%         |
| Exams  | 20%         |
| Final Course Project                                   | 20%         |
| <b>Total</b>   | <b>100%</b> |

|   |               |
|---|---------------|
| A | 90-100 points |
| B | 80-89 points  |
| C | 70-79 points  |
| D | 60-69 points  |
| F | Below         |

**Participation/Communication Requirements:**

Students are required to participate during class session days and posted forum discussions. This includes posting materials and contributions to assigned discussions. Topics to be discussed are provided in the weekly assignment Moodle WK profiles\*. Postings and comments are relevant to the session materials, discussions, readings,

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and information obtained from other sources. Students should submit at a minimum two substantive postings each week.

## **11. Course Outline**

### Part I. Session 1-2 Family Resources- Setting the Stage

#### Session 1. Ecological Framework of Understanding Family and Communities

- Introduction and Orientation
- Social Area Analysis
- Community Needs Assessments

#### Session 2. Effects of Selected Vocations on Work and Family Roles

- Introduction to Workforce Policies and Programs
- Guam American Job Center (AJC) Introduction to HIREGuam Virtual One Stop (VOS)
- WIOA

### Part II. Sessions 3-4 Programming Environment for Families and Community Support

#### Session 3. Assessing Community Well-being and Introduction to Financial Literacy

- Deconstructing Quality of Life, Standard of living and Well-being Concepts
- Limited Resource Families
- Introduction to Community Capitals Framework (CCF)
- Financial Literacy Education
- Financial Literacy Programs Overview
- Exam I. Review

#### Session 4. Financial Literacy and Managing Family Finances

- Exam I.
- Family Asset Management
- Financial Fitness Test
- Budgeting Fundamentals
- Financial Behaviors

### Part III. Sessions 5-6

#### Session 5. Family and Consumer Economics

- Managing Family Financial Resources
- Financial Lifescope
- Budget Tracking
- Complaining Flow Process
- Consumer Protection

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Session 6. Transitioning Families from Welfare to Work

- Entitlement Programs

Part IV. Session 7

Session 7- Targeting Vulnerable Families

- Special Needs Populations
- Seniors & Caregivers
- Careers in CFS

Part V. Session 8

Session 8. The Future of Families and Community Resources

- Class Project Presentations
- Final Exam

**UNIVERSITY OF GUAM**  
**College of Natural & Applied Sciences**  
**CF 460 ADVANCED HUMAN NUTRITION**  
**COURSE SYLLABUS**

**INSTRUCTOR**

Tanisha F. Aflague, Ph.D., R.D., L.D., Assistant Professor of Nutrition

Office: Agriculture Bldg, Room 113c  
 Phone: 735-2026  
 Fax: 734-2040  
 E-mail: taflague@triton.uog.edu  
 Office Hours: Mondays 10:00 am - 11:00 am

**CATALOG DESCRIPTION**

This is a 4-credit course that covers the metabolism and macro- and micronutrients, including structure, digestion, absorption, transport, and cellular functions in human nutrition; energy metabolism and balance; and physiologic basis underlying dietary recommendations for human health. Prerequisites: BI157-157L and BI158-158L, or BI124-124L and BI125-125L with grade of C or better; CH101; and CF230 or CF231.

**RATIONALE FOR OFFERING THE COURSE**

This course will provide any professional interested in health sciences with the most recent information on human nutrition and metabolism. Students who take this course will be prepared for their health profession to address major threats to human health as they relate to nutrient excesses and deficiencies. The focus of the course will be more physiological and biochemical than CF230 Nutrition and Health and CF231 Human Nutrition for Health Professionals courses. *Ina', Diskubre, Setbe*

**COURSE STUDENT LEARNING OUTCOME**

The specific intended outcomes for this course are that during, or by the end of the course, students will be able to (as evaluated through exams, discussion, and research):

|    | <b>CF460 Student Learning Outcomes (SLO)</b>   | <b>Program Learning Outcomes (PLO)</b> | <b>Institutional Learning Outcomes (ILO)</b> |   |
|----|--|--|--|---|
| 1. | Identify the structures and explain the functions of the macronutrients (carbohydrates, proteins, lipids) and major micronutrients (vitamins and minerals).                      | PLO-1,3                                | ILO-1,2,5                                    | Assignments, discussion questions, test             |
| 2. | Describe the biochemical and physiological influences of ingestion, digestion, absorption, transport, and utilization of the macronutrients on overall metabolism.               | PLO-1,2,3                              | ILO-1,2,3,6                                  | Assignments, discussion questions, test             |
| 3. | Integrate the pathways of macronutrient utilization of cellular nourishment, emphasizing intermediary metabolism.  | PLO-1,3,7                              | ILO-1,2,5                                    | Assignments, discussion questions, test             |
| 4. | Identify and explain the major threats to human health associated with specific nutrient excesses and deficiencies.  | PLO-1,2,3,4,5,6                        | ILO-1,3,4,7                                  | Research, presentations, discussion questions, test |
| 5. | Understand and explain the cellular effects of food energy and macronutrients on regulated metabolism, tissue homeostasis, inter-organ relationships, and overall body function. | PLO-1,3,7                              | ILO-1,2,3,6,7                                | Assignments, discussion questions, test             |
| 6. | Understand currently important aspects of nutrition in human performance, health, and selected diseases.   | PLO-1,2,3,6,7                          | ILO-1,3,4,5,6                                | Research, presentations, discussion                 |

|  |  |  |  |                 |
|--|--|--|--|-----------------|
|  |  |  |  | questions, test |
|--|--|--|--|-----------------|

## **Agriculture and Life Sciences Program Learning Outcomes**

**Program Learning Outcome 1, Disciplinary Knowledge and Skills:** Graduates will demonstrate integrated knowledge in their chosen fields of study and the related sciences.

**Program Learning Outcome 2, Research Skills:** Graduates possess critical thinking and analytical skills. Graduates are competent in basic procedures and safety protocols in conducting research. Graduates can use their knowledge and understanding of scientific concepts to explain and solve problems in their field.

**Program Learning Outcome 3, Analytical Skills:** Graduates can apply quantitative and/or qualitative analytical methods in agriculture and the life sciences.

**Program Learning Outcome 4, Communication Skills:** Graduates can gather and assess information and use it to create effective research and outreach communication media and oral presentations.

**Program Learning Outcome 5, Ethics and Professionalism:** Graduates understand the ethical principles underlying research, publication, and professional behavior. Graduates can demonstrate teamwork and networking skills, and understand the importance of providing correct credit for others' work.

**Program Learning Outcome 6, Multicultural Competence:** Graduates will develop cross-cultural respect and a foundation for life-long multicultural competence.

**Program Learning Outcome 7, Life-Long Learning and Integration of Knowledge from the Sciences and the Arts:** Graduates can empower themselves through life-long learning to enhance their knowledge base, and demonstrate an ability to integrate knowledge from the sciences and the arts.

### **UOG INSTITUTIONAL LEARNING OUTCOMES**

1. Mastery of critical thinking and problem solving
2. Mastery of quantitative analysis
3. Effective oral and written communication
4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
5. Responsible use of knowledge, natural resources, and technology
6. An appreciation of the arts and sciences
7. An interest in personal development and lifelong learning

### **COURSE CONTENT**

This course focuses on nutrient metabolism at the cellular level, and is designed for students pursuing a degree in Biology, Exercise Science, Nursing, Nutrition, Pre-Physical Therapy, Pre-Med, Pre-Pharmacy, or other health related field. A review of basic human anatomy, physiology, and chemistry will be incorporated into the study of advanced human nutrition and the importance of macro- and micronutrients in the prevention strategies for major conditions and diseases affecting humans. Review and critical interpretation of literature on observational and experimental research in this field will also be included.

### **COURSE STRUCTURE AND FORMAT**

The course topics align with the required textbook chapters in succession. However, there are a few chapters that are discussed out of the textbook order as the semester schedule permits. Information will be delivered using PowerPoint. Class discussion is expected throughout the course to ensure comprehension and knowledge application. Note cards are assigned to keep up with assigned readings. Literature searches are encouraged to supplement up-to-date and region specific information to discussions.

### **REQUIRED TEXTBOOK AND SUGGESTED READINGS**

Gropper SS, Smith JL. 2013. Advanced Nutrition and Human Metabolism. 6<sup>th</sup> ed. Belmont (CA): Wadsworth Cengage Learning. (ISBN-13: 978-1-133-10405-6)

Review of the suggested supplemental resources at the end of each chapter is highly encouraged. The resources may include journal articles, other textbooks, and Internet links.

## COURSE POLICIES

You are responsible for your learning! Take full advantage of the resources available, including the textbook, lectures, activities, assignments, and office hours. I recommend that you attend every lecture period, but I do not usually take attendance. Chronic absences, tardiness, or other evidence that you have not been doing your best to learn will indicate that you don't deserve discretionary points. (Discretionary points may make a difference in your grade if you are borderline. Things you can do to get them: participate in class discussions and other classroom activities — look like you are trying to learn.) If something prevents you from attending class, or if I cannot give a class because of absence, typhoon, etc., you are still responsible to keep up with the reading/study. Contact a classmate for copies of new handouts if necessary.

As a courtesy to the instructor and to your classmates, in order to cause the least disruption to your fellow learners:

- 1) Please avoid coming late to class or leaving early. If you absolutely must, come in quietly. If you need to use the restroom, if possible please wait until there is an activity.
- 2) Please don't talk to each other when the instructor is addressing the class. If you want to catch-up with your friends/classmates, save it for after class.
- 3) Please turn off all cell phones, MP3 players or other devices, with or without text messages and earphones. Contact instructor before class begins if you need to make special arrangements for an emergency situation.

Professional and ethical conduct is expected at all times. Unethical conduct includes any form of cheating, including: plagiarism. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations, e.g., looking at other students' answers, using crib notes (including electronic), getting information from another person via ANY kind of communication; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers/reports/case studies, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; or (4) not doing your own work on case studies and assignments, doing someone else's work for them, or allowing someone else to copy your work. "Plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Because the University of Guam is an academic community with high professional standards, instruction is disrupted and undermined by dishonesty. Any evidence of cheating will result in a "0" for that assignment/exam or possibly an "F" for the entire course — final decision to be determined by the course instructor.

During the course of the semester, 2 exams will be administered. Make-up exams will NOT be given. If you miss a test for a valid reason (to be determined at discretion of instructor), make-up test is possible. You MUST tell the instructor AS SOON AS POSSIBLE if you have such a valid reason; and if possible, notify the instructor IN ADVANCE if you are unable to take the exam.

All assignments are due the day noted in the course syllabus unless 24-hour notice is given with a valid excuse (like giving birth or admitted to hospital). Otherwise, late assignments will be penalized 10% for each weekday late. It is the responsibility of the student to know when assignments are due and have them submitted to the instructor on time.

## GRADING SYSTEM/EVALUATION METHODOLOGIES:

| Summary of Course Requirements .....                | points    | %         |
|---|-----------|-----------|
| 1. 2 Exams (each exam worth 100 points) .....       | 200       | 40%       |
| 2. Quizzes (5) .....                                | 100       | 20%       |
| 3. Note Cards / Discussion Questions (10) .....     | 100       | 20%       |
| 4. Assignments and Projects (75 points total) ..... |           |           |
| In-Class/Home Assignments .....                     | 25        | 5%        |
| Research Projects/Presentations (2).....            | 50        | 10%       |
| 5. Discretionary .....                              | <u>25</u> | <u>5%</u> |

| Total.....             |   | 500      | 100%                           |
|------------------------|---|----------|--------------------------------|
| <b>COURSE CALENDAR</b> |   |          |                                |
| Date                   | Topic   | Chapter  | Due*                           |
| 01/20                  | Course Introduction& Syllabus .....                             |          |                                |
| 01/25                  | The Cell .....  | 1        | NC.1                           |
| 01/27                  | The Cell (continued) .....                                      |          | DQ.1/HA.1 (Diagram)            |
| 02/01                  | The Digestive System .....                                      | 2        | NC.2                           |
| 02/03                  | The Digestive System (continued) .....                          |          | DQ.2                           |
| 02/08                  | Carbohydrates(Structure to Distribution).....                   | 3a       | NC.3a/Q.1 (Cells-Digestion)    |
| 02/10                  | Carbohydrates (Structure to Distribution, continued) .....      |          | DQ.3a                          |
| 02/15                  | Carbohydrates (Glycemic Response to Metabolism).....            | 3b       | NC.3b/Q.2 (CHO-a)              |
| 02/17                  | Carbohydrates (Glycemic Response to Metabolism, cont.) .....    |          | DQ.3b                          |
| 02/22                  | Fiber.....  | 4        | NC.4/Q.3 (CHO-b)               |
| 02/24                  | Fiber (continued).....  |          | DQ.4                           |
| 02/29                  | Exercise and Sports.....  | 7        | NC.7-8/Q.4 (Fiber)             |
| 03/02                  | Body Composition, Energy Expenditure & Energy Balance...8       |          | DQ.7-8/In-Class Assignment)    |
| 03/07                  | <b>No Class – Holiday (Chamorro History &amp; Heritage Day)</b> |          |                                |
| 03/09                  | <b>Exam #1 (Chapters 1 —4,7-8)</b> .....                        |          |                                |
| 03/14                  | No Class? – Instructor Off-island attending conference.....     |          | Guest Speaker                  |
| 03/16                  | No Class? – Instructor Off-island attending conference.....     |          | HA.2 (email to instructor)     |
| 03/21                  | <b>No Class — Spring Break</b>                                  |          |                                |
| 03/23                  | <b>No Class — Spring Break</b>                                  |          |                                |
| 03/28                  | Lipids (Structure to Storage).....                              | 5a       | NC.5a                          |
| 03/30                  | Lipids (Structure to Storage, continued) .....                  |          | DQ.5a                          |
| 04/04                  | Lipids (Disease to Metabolism) .....                            | 5b       | NC5b                           |
| 04/06                  | Lipids (Disease to Metabolism, continued).....                  |          | DQ5b                           |
| 04/11                  | Proteins (Digestion & Absorption) .....                         | 6a       | NC.6a/Q.5 (Lipids)             |
| 04/13                  | Proteins (Metabolism & Synthesis).....                          |          | DQ.6a                          |
| 04/18                  | Proteins (Structure & Function) .....                           | 6b       | NC.6b                          |
| 04/20                  | Proteins (Organ-specific metabolism) .....                      |          | DQ.6b                          |
| 04/25                  | Intro to Vitamins .....   | 9 & 10   | NC.9-10/Q.6 (Protein)          |
| 04/27                  | Vitamins (continued) .....                                      |          | Student Presentations          |
| 05/02                  | Intro to Minerals .....   | 11,13-14 | NC.11/DQ.11/Q.7 (Vitamins)     |
| 05/04                  | Water and Electrolytes .....                                    | 12       | NC.12/DQ.12                    |
| 05/09                  | Minerals (continued) .....                                      |          | Student Presentations          |
| 05/11                  | Review .....  |          | Q.8 (Minerals)/In-Class Review |
| 05/16                  | <b>Exam #2 at 2:00 to 3:50 pm (Chapters 5-6,9-14)</b>           |          |                                |

\*NC=Note Card, DQ=Discussion Questions, Q=Quiz, HA=Homework Assignment

*This schedule is tentative, and subject to change. Any changes will be announced in class.*

### WITHDRAWAL DATES

The deadline withdraw with a cancellation fee is January 26, 2016. You must officially withdraw at the UOG Records Office. Forms are available at the UOG Admissions and Records Office. For more instructions, refer to the Spring 2016 Course Schedule page 1 that could be found online at [www.uog.edu/admissions/course-schedule](http://www.uog.edu/admissions/course-schedule).

### STUDENT WORKLOAD

You should plan to spend an average of 2 hours studying for every hour of lecture class time. Since this is a 4 credit hour course, that equates to 8 hours of studying per week. I suggest you structure those 8 hours per week as follows:

- 2 hours pre-reading the textbook before class — read the sections that are assigned. Make note of new terms and key words, and write out the definitions. You may not be asked to memorize the terms for an exam, but you will be expected to know what the terms mean and be able to work with them.
- 2 hours re-reading the textbook and revising your notes after class — focus on the specific learning objectives for that particular topic. These will act as your study guide for the exams.
- 3 hours doing assignments and testing yourself on the specific learning objectives. The specific objectives can easily be converted to test questions. You should write out practice answers to all these



questions. This way you will a) be ready for whatever selection of them appears on the test; b) become aware of any points which may need clarification in class.

### **UOG DISABILITIES POLICY**

In accordance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, the University of Guam does not discriminate against students and applicants on the basis of disability in the administration of its educational and other programs. The University offers reasonable accommodations for a student or applicant who is otherwise qualified, if the accommodation is reasonable, effective and will not alter a fundamental aspect of the University's program nor will otherwise impose an undue hardship on the University, and/or there are not equivalent alternatives. Students are expected to make timely requests for accommodations using procedure described at: [www.uog.edu/eoo/PolicyDisability.pdf](http://www.uog.edu/eoo/PolicyDisability.pdf). If appropriate, the University may choose to consult with such individuals, at or outside the University, to provide expertise needed to evaluate the request for accommodation. *Each student bears the responsibility for initiating and then documenting a disability-related request for accommodation in the manner requested in this Policy.*

### **SPECIAL NEEDS (EEO/ADA)**

If you are a student with a special need who will require an accommodation(s) to participate in this course, please contact the instructor privately to discuss your specific needs. You will need to provide me with documentation concerning your needs for accommodation(s) from the EEO/ADA office. If you have not registered with the EEO/ADA office, you should do so immediately at 735-2243/2244/2971 (TTY) to coordinate your accommodation request.

### **CONTACT INFORMATION FOR CLASSMATES**

Write the names and contact info for two or three classmates you can contact if you miss a session or want to study together. I encourage you to form study groups!

### **SUGGESTED SUPPLEMENTAL READINGS**

Provided throughout the semester using Moodle

### **TOBACCO FREE AND SMOKE FREE CAMPUS**

University of Guam is a tobacco and smoke free campus. Please review the Tobacco Policy and Tobacco/Smoking Cessation Resources at [www.uog.edu/smoke-free-uog](http://www.uog.edu/smoke-free-uog).

# Special Projects

## AL490 Syllabus - Fall 2016

\*Note: Beginning Fall 2016, AL490 replaces AG490 and CF490.

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|                              |                                  |                                   |
|------------------------------|----------------------------------|-----------------------------------|
| <b>Instructor:</b>           | [Faculty Supervisor name]        |                                   |
| <b>Office:</b> ALS rm. [XXX] | <b>Phone:</b> 735-xxxx           | [insert instructor email address] |
| <b>Office Hours:</b>         | [insert instructor office hours] |                                   |

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### Course Catalog Description

The ALS Special Projects course is a pre-requisite course to the AL 499 Capstone Seminar. This course is designed to give the student field or laboratory experience within the UOG Research and Extension framework. UOG faculty-directed projects are designed for individual students. The student is required to complete 45 contact hours per credit hour (i.e. 90 hours for 2 credits or 135 hours for 3 credits) directed research or extension during the semester. This course may be repeated once; a maximum of 4 credit hours may be applied towards the ALS degree.

**Prerequisites:** EN111, CO210, Jr/Sr standing AND Consent of Instructor.

### Course Content

1. Project Proposal: Student will meet with Faculty Supervisor to establish a plan-of-work for the duration of the Special Projects period. The plan-of-work will include a work schedule, project objectives and intended student learning outcomes. The plan-of-work should be submitted within the first two weeks of the Special Projects Period to the Program Advisor.
2. Orientation to Project: Student will receive a comprehensive orientation, safety training and overview of the program by the Faculty Supervisor.
3. Training: Student will receive direct technical and/or professional training to complete the proposed project under the supervision of experts at the University of Guam.
4. Progress Reports: Student will submit weekly written updates of project-related tasks and activities in the format (i.e. laboratory notebook and/or AL490 Progress Report Form) specified in the Project Proposal.

5. Contact Hours: For two (2) credit hours, the students is required to complete 90 hours of direct work experience, project advisement and evaluation by the Faculty Supervisor. For three (3) credit hours, the requirement is 135 hours.
6. Final Evaluation: In the final week of the Special Projects period, the student will coordinate submission of a AL490 Student Evaluation Form to the Program Advisor. The final grade will be assigned by the Faculty Supervisor.

### Student learning objectives

- Develop content knowledge of specific topics related to a technical or professional field in agriculture and the life sciences.
- Gain hands-on experience in technical or professional area.
- Develop teamwork and networking skills in a professional setting.
- Master interpersonal communication skills in a professional, career-oriented setting

### Evaluation and Grades

Students will be evaluated on their understanding of their project, submission of course assignments and completion of required contact hours.

| Grade Breakdown                              | % of total |
|--|------------|
| Project Proposal                             | 15%        |
| Weekly Written Updates of Project Activities | 30%        |
| Completion of Contact Hours                  | 20%        |
| Student Experience Report                    | 10%        |
| Final Evaluation by Internship Supervisor    | 25%        |

### Required texts

none

### Academic Integrity Policy

Academic Integrity is about performing in your role as student in ways that are honest, trustworthy, respectful, responsible, and fair (see [www.academicintegrity.org](http://www.academicintegrity.org) for more information). As a student, you will complete your academic assignments in the manner expected by the instructor.

### Tobacco Policy

The University of Guam is a tobacco-free campus and has a total ban on sales, smoking, distribution and use of tobacco and tobacco-based products on campus. UOG is committed to promoting the health, wellness and social well-being of the University Community, the people of Guam and the Western Pacific.

**Special Needs (EEO/ADA)**

If you are a student with a disability who will require an accommodation to participate in this course, please contact me privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation from the EEO/ADA Office. If you have not registered with EEO/ADA Office, you should do so immediately at 735-2244/2971/2243 (TTY) to coordinate your accommodation request.

UNIVERSITY OF Guam  
College of Natural & Applied Sciences  
CF-491 Issues in Consumer Family Sciences  
Course Syllabus-Spring 2016

**Instructor:** Peter R. Barcinas

Office: Agriculture Life Sciences Bldg Rm 228C  
Phone: 735-2050/55  
E-mail: [pbarcina@uquam.uog.edu](mailto:pbarcina@uquam.uog.edu)  
[programleader@gmail.com](mailto:programleader@gmail.com)  
Office Hours: Mondays 9:30-10:30 a.m. or by appointment

**Course Title:** CF-491      **Issues in Consumer Family Sciences**  
3 Credit Hours

**Course Schedule:** Monday- Wednesday 11:00-12:20  
CNAS-ALS 125B

### 1. Course Description:

This course assists students in synthesizing information from previous Consumer Family Sciences courses. Each student selects, analyzes and presents an issue from his/her area of emphasis: food and nutrition, family resources. The focus is on blending the range of issues shaping the areas of study affecting consumers, food, workforce, and nutrition and family resources. CF 491 is broken down into 3 parts with each part having assigned sessions totaling 5 sessions which represents the assigned issue modules for students to discuss and address assigned exercises. Regular due dates for assignments will be posted accordingly in the moodle course page. Throughout the course, there are interactive sessions with emphasis on all five sessions.

**Prerequisites:** Senior level and consent of instructor

### 2. Course Content

This course is designed to provide the student with an understanding of the needs of communities and families and organizations. The many factors shaping consumer family sciences educations include addressing understanding the trends and diversity of community issues and its relationship to quality of life, well-being and related economic standards (cost-of-living, economic-well-being). The student will be able to analyze, synthesize, and apply knowledge on major issues in their respective area of emphasis. Students will be able to apply basic introductory data analysis for assessing community information, data and resources and conditions. The student will be expected to interact and understand the importance of effective collaborative partnerships through programs and grants available to community. Students will be expected to share their experience, analyze and interpret information about island and regional issues. This includes providing an understanding of Consumer Family issues, particularly as it relates to participatory action research, community capacity and needs assessment.

### 3. Institutional Learning Objectives

- Mastery of critical thinking and problem solving
- Effective oral and written communication

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CF-491 Issues in Consumer Family Sciences  
Course Syllabus-Spring 2016

- Responsible use of knowledge and technology
- Lifelong learning

**4. CLS Program Learning Objectives**

- Students will be able to demonstrate criterion level knowledge of family diversity in the global community
- Students will be able to demonstrate criterion level knowledge of the effects of context [social, economic, political, historical, & cultural environment] on family functioning & development
- Students will be able to demonstrate critical thinking skills and problem solving abilities; demonstrate criterion level knowledge of family diversity in the global community; demonstrate research skills
- Students will be able to demonstrate oral communication skills, basic research skills, technological skills, critical and problem solving skills
- Students will be able to apply knowledge and professional skills to address issues encountered in professional settings; demonstrate written and oral communication skills, basic research skills, technological skills, critical and problem solving skills; demonstrate ability to gather and synthesize information

**5. Student Learning Objectives** At the end of this course, the learner will be able to:

- Family and Community Wellness
  - SLO-1: To learn and understand the many factors that influence family living activities.
- Food, Nutrition, and Wellness
  - SLO-2: Demonstrate practices that enhance community, family and individual well-being.
- Career-Focused Personal Development
  - SLO-3: Identify strategies for enhancing career options and career development through lifelong learning
- Social Change and Community Solutions
  - SLO-4: Identify and investigate complex social issues and engage in problem solving to develop insights into family or community problems and recommending solutions to those issues.
- Interpersonal Relationships and Family Issues
  - SLO-5: Learn how to deal with the different aspects and options available to solve family living situations and accommodate the stresses that affect family living. The applications of different management and economic principles will be provided in dealing with the different family living situations. Compare and contrast

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elements of Work and family relationships and human resources development. Identify critical success factors and role of family members in the world of work.

- Consumer and Family Resource Management
  - SLO-6: Evaluate community programs related to human, economic, and environmental resources.

**6. Course Format**

Series of lectures, seminars, papers, group projects, guest resources, field activities, presentations, quizzes/tests and other educational activities. All activities supported by an extensive set of selected required readings. Topics and assignments will be negotiated with the students over the first 3 weeks of the class. All students need an active email account and access to the internet. If you don't have this see the UOG computer center. Students will log in to the moodle course site.

**Required Course Materials/Text:**

- Garman, E. T. (2006). Consumer issues in america. 9<sup>th</sup> Edition. Mason, Ohio. Thomson Custom Publishing.
- Martin, A. (2000). The family and consumer sciences profession: A viable career for the new millennium. Journal of Family and Consumer Sciences, V. 92., 113-117.
- O'Neil, B., Bristow, B., & Brennan, P., (1999). Changing financial behavior: implications for family and consumer sciences professionals. Journal of Family and Consumer Sciences, V.91, 43-48.
- 2015 Consumer Action Handbook, United States General Services Administration Federal Citizen Information Center,  
<http://publications.usa.gov/USAPubs.php?PubID=5131>

**Supplemental Material:**

Supplemental material will be provided throughout the course complimenting course discussions and topics. This will be posted in the Moodle course site.

**Course Requirements:**

Evaluations will be based on summaries and active discussions of readings, module assignments and in class exercises. A final project involves identifying and researching a selected topic or consumer issue using a direct/in direct critique format. This will also entail submitting a feature article based on the topics researched (see specific requirements).

| <u>Requirements</u>                 | <u>Assigned Percentages:</u> |
|-------------------------------------|------------------------------|
| Active Class Participation          | 25%                          |
| Final Project and Presentation      | 30%                          |
| Exams                               | 15%                          |
| Completion of all Exercises/Modules | <u>30%</u>                   |
|                                     | 100%                         |

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Grading: 90-100%= A, 80-89%=B, 70-79%=C, 60-69%=D, 0-59%=F

90-100% (A Criteria)

- Demonstrates excellent preparation, has analyzed readings very well, relating the materials to other areas of the session discussions, with class to include outside readings and current events.
- Offers analysis and synthesis of new materials, input, comments and links other session discussions and materials showing understanding of material and concepts.
- Contributes significantly to ongoing discussions, participate in projects and offers views, suggest and supports alternatives
- Demonstrates ongoing and consistent active involvement

80-89% (B-Criteria)

- Demonstrates good preparation, knows readings and includes points in interaction/discussions
- Offers analysis, synthesis, and evaluation of materials beyond class material
- Contributes to discussions, responds to peer input, and offers comments
- Demonstrates ongoing and consistent involvement

70-79% (C-Criteria)

- Demonstrates adequate preparation, familiar with course materials does not show evidence or interpretation of analysis
- Offers basic information without elaboration or infrequent participation
- Does not offer to contribute to discuss, contributes, or discuss when called upon.
- Demonstrates intermittent involvement

60-69% (D-Criteria)

- Demonstrates occasional involvement in class participation and activities
- Participates only when called on and offers only known facts and discussion points

Module(s) Assignment: Session modules will be assigned and represent 30% of your course grade. The course modules will provide the student an opportunity to explore and investigate a specific family resource issue related to the session topics.

Group/Class Project: During the semester, a class project will be allocated to support lecture topics. Each student or student pair will have an assigned role.

Class Participation: Class participation is an important component in the class and makes up 25% of the final grade. Class interaction includes reflection sheets, 5-minute papers; module discussion is the second component making up the class participation.

Assignment Policy: Assignment submission criteria will be based on the course Moodle submission as established for each session. It is the responsibility of the student to read all assigned materials, readings etc. and be prepared for each session. Late assignments will be accepted within the noted timelines. Outstanding assignments will affect your overall grade. The attached exercise profile describes the assignments required and the weights given for completion. This profile may be amended as needed. Any changes will be done in advanced. Note that most of the assignments and exercises require logging into the CF 491 moodle site. Email posting of assignments can be made if you encounter uploading difficulty and you will be allowed to upload within the grace period.



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Final Project. The student will work on developing (2) feature short articles on issues/topics discussed during the semester/or topic of interest. The student will be required to write a short term paper on two issue areas ranging from 10 to 15 pages in length and includes references to the literature in addition to the required readings and journal articles assigned. The 30% is broken down into two components- Your Short paper individual work effort (15%) and the second important component is the writing (condensing the short paper into two feature articles (Direct and Indirect articles) and interaction in the development of the CFS Issue Brief (15%). This includes sharing and reviewing amongst student peers. The Final project is worth 30% of the final course grade.

**Preferred Methods for Delivering Assignments:**

All assignments and essay papers are to be submitted during the corresponding week's assignment due date unless otherwise noted. Please attach your assignments based on the submission criteria noted during each week.

Group Presentation: A group project is due towards the last session of the course calendar (pls. refer to the class schedule). Each group a minimum of two max of four will develop a presentation on one of the four Parts as presented in the session outlines. The presentation needs to indicate how the subject area relates to family resources. Development of this project will be discussed during each of the phases.

**Policies on Late Assignments:**

Assignments are to be completed and submitted by the posted due date or as announced; unexcused late submittals are subject to following penalty:

- Papers or assignments up one week late will be accepted and receive partial credit or three-fourths credit.
- Papers up to two weeks late will receive one-half credit.
- Work submitted more than two weeks late receives no credit.

**UOG DISABILITIES POLICY**

In accordance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, the University of Guam does not discriminate against students and applicants on the basis of disability in the administration of its educational and other programs. The University offers reasonable accommodations for a student or applicant who is otherwise qualified, if the accommodation is reasonable, effective and will not alter a fundamental aspect of the University's program nor will otherwise impose an undue hardship on the University, and/or there are not equivalent alternatives. Students are expected to make timely requests for accommodations using procedure described at: [www.uog.edu/eo/PolicyDisability.pdf](http://www.uog.edu/eo/PolicyDisability.pdf). If appropriate, the University may

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choose to consult with such individuals, at or outside the University, to provide expertise needed to evaluate the request for accommodation. *Each student bears the responsibility for initiating and then documenting a disability-related request for accommodation in the manner requested in this Policy.*

**Special Needs:**

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation(s) from the EEO/ADA Office. If you have not registered with the EEO/ADA Office, you should do so immediately. Contact them at 735-2243(TTY)/2244/2971 to coordinate your accommodation request. [\*full text at: [www.uog.edu/eo/PolicyDisability.pdf](http://www.uog.edu/eo/PolicyDisability.pdf)]

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***Course Calendar (Refer to course schedule)***

# Internship

## AL498\* Syllabus - Fall 2016

\*Note: Beginning Fall 2016, AL498 replaces AG498 and CF498.

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|                             |                               |                            |
|-----------------------------|-------------------------------|----------------------------|
| <b>Instructor:</b>          | [insert Program Advisor name] |                            |
| <b>Office:</b> ALS rm. [XX] | <b>Phone:</b> 735-xxxx        | [instructor email address] |
| <b>Office Hours:</b>        | [instructor office hours]     |                            |

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### Course Catalog Description

**AL 498 INTERNSHIP (2-3 credits)**

F/SP

The ALS Internship course is a pre-requisite course to the AL 499 Capstone Seminar. This course is designed to give the student field experience outside of the university. Students are required to work in a professional or technical, advisor-approved area under the supervision of an expert in the field. The student must complete 45 contact hours per credit hour (i.e. 90 hrs total for 2 credits, 135 hrs total for 3 credits) as an intern at an off-campus professional or technical venue. The student is also required to meet with their advisor for pre-, mid-, and post-assessments. This course may be repeated once; a maximum of 4 credit hours may be applied to the ALS degree.

**Prerequisites:** EN111, CO210, Jr/Sr standing AND Consent of Instructor.

### Course Content

1. Project Proposal: Student will meet with Internship Supervisor and Program Advisor to establish a plan-of-work for the duration of the internship period. The plan-of-work will include a work schedule, project objectives and intended student learning outcomes. The plan-of-work should be submitted within the first two weeks of the Internship Period to the Program Advisor.
2. Orientation to Project: Student will receive a comprehensive orientation, safety training and overview of the program by the Internship Supervisor.
3. Training: Student will receive direct technical and/or professional training to complete the proposed project under the supervision of experts at the Internship work site.
4. Progress Reports: Student will keep notes to summarize the activities and learning experiences using the AL498 Intern Progress Report Form. Progress reports will be submitted weekly to the Program Advisor.

5. **Contact Hours:** The student is required to complete 45 contact hours per credit hour enrollment (i.e. 90 hours for 2 credits, 135 hours for 3 credits) which may include up to 15 hours of project advisement and evaluation by the Program Advisor.
6. **Internship Experience Report:** Student must submit an Internship Experience Report to the Program Advisor by the last day of classes for the semester. The Report will be used to determine the student's final grade.
7. **Final Evaluation:** In the final week of the Internship Period, the student will collect a completed and signed Evaluation Form from the Internship Supervisor and submit the form to be signed by the Program Advisor. This form will be used to determine the student's final grade. The student will be evaluated separately by both the Internship Supervisor and Program Advisor.

### Student learning objectives

- Develop content knowledge of specific topics related to a technical or professional field in agriculture and the life sciences.
- Gain hands-on experience in technical or professional area.
- Develop teamwork and networking skills in a professional setting.
- Master interpersonal communication skills in a professional, career-oriented setting

### Evaluation and Grades

Students will be evaluated on their understanding of their project, submission of course assignments and completion of required contact hours.

| Grade Breakdown                           | % of total |
|---|------------|
| Project Proposal                          | 15%        |
| Weekly Progress Reports                   | 25%        |
| Completion of Contact Hours               | 25%        |
| Internship Experience Report              | 10%        |
| Final Evaluation by Internship Supervisor | 15%        |
| Final Evaluation by Program Advisor       | 10%        |

### Required texts

none

### Academic Integrity Policy

Academic Integrity is about performing in your role as student in ways that are honest, trustworthy, respectful, responsible, and fair (see [www.academicintegrity.org](http://www.academicintegrity.org))

for more information). As a student, you will complete your academic assignments in the manner expected by the instructor.

**Tobacco Policy**

The University of Guam is a tobacco-free campus and has a total ban on sales, smoking, distribution and use of tobacco and tobacco-based products on campus. UOG is committed to promoting the health, wellness and social well-being of the University Community, the people of Guam and the Western Pacific.

**Special Needs (EEO/ADA)**

If you are a student with a disability who will require an accommodation to participate in this course, please contact me privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation from the EEO/ADA Office. If you have not registered with EEO/ADA Office, you should do so immediately at 735-2244/2971/2243 (TTY) to coordinate your accommodation request.

# ALS Capstone Seminar

## AL499\* Syllabus - Spring 2017

\*Note: Beginning Spring 2017, AL499 replaces AG495 and CF499.

|                              |                                  |                                   |
|------------------------------|----------------------------------|-----------------------------------|
| <b>Instructor:</b>           | [Faculty Supervisor name]        |                                   |
| <b>Office:</b> ALS rm. [XXX] | <b>Phone:</b> 735-xxxx           | [insert instructor email address] |
| <b>Office Hours:</b>         | [insert instructor office hours] |                                   |

### Course Catalog Description

In this course, Agriculture and Life Sciences seniors complete a variety of written and oral assignments designed to demonstrate mastery in analysis and synthesis of accumulated, learned knowledge in their chosen field with special emphasis on their prerequisite Internship or Special Projects experience. Students complete 1.5 hours of directed activities and 1.5 hours of independent work weekly.

**Prerequisites:** Three credit hours of AL490 or AL498.

### Course Content

| Week  | Activity/Exercise                                  |
|-------|--|
| 01-02 | Capstone Project: Data analysis                    |
| 03    | Capstone Project: Literature Review                |
| 04    | Capstone Project: Methods                          |
| 05    | Capstone Project: Results                          |
| 06    | Capstone Project: First Draft                      |
| 07    | Capstone Project: Revision                         |
| 08    | Capstone Project: Second Draft                     |
| 09    | Presentation Development                           |
| 10-14 | Capstone Project: Seminar style oral presentations |
| 15    | ALS Symposium - Poster presentations               |

### Student learning objectives

- Demonstrate ability to critically analyze and interpret collected data in the chosen field of study.

- Demonstrate ability to synthesize content knowledge of various subjects related to the chosen technical or professional field of study.
- Demonstrate professional communication skills (written and oral) appropriate to the chosen field of study.

### Evaluation and Grades

Students will be evaluated on their understanding of their project, submission of course assignments and ability to translate their project to varied audiences through written, oral or other appropriate medium.

| Grade Breakdown              | % of total |
|------------------------------|------------|
| Capstone assignments (3)     | 15%        |
| Final Capstone paper         | 25%        |
| Guest lecturer assignments   | 10%        |
| Oral presentation (in-class) | 25%        |
| Professional exhibit         | 25%        |

### Required texts

none

### Academic Integrity Policy

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