

## Course Information

Semester & Year: Late Start Spring 2026

Course ID & Section #: HO-15 V2123

Instructor's name: Christine Dobrowolski

Day/Time of required meetings: none; asynchronous

Number of proctored exams: none

Course units: 3

## Instructor Contact Information

Office location or Online: Online

Office hours: by appointment

Phone number: n/a

Email address: Christine-dobrowolski@redwoods.edu

# Catalog Description

A study of nutrient requirements for healthy living in adults. Course covers digestion, absorption, metabolism and function of macronutrients, micronutrients and alcohol. This course covers nutritional needs across the life span, the health implications associated with nutrition, food safety concerns and controversial aspects of human nutrition.

## Course Student Learning Outcomes

1. Identify nutrients in foods and explain the digestion, absorption and metabolism of these nutrients.
2. Relate nutrition to health, fitness and disease.
3. Analyze and evaluate the adequacy of one's own personal diet by applying the dietary guidelines and current nutrition recommendations.

## Prerequisites/co-requisites/ recommended preparation

Basic math and English writing skills.

# Required Course Materials

There are no required materials for this course. However, you should have a notebook to take notes.

## No Textbook

There is no textbook for this course. To keep costs down, I have created all the materials you will need for this course. You will read the course material and watch lecture videos within Canvas. The lessons will be embedded in Canvas, so you do not need to download any software or purchase any materials. You have the ability to read the material online or download the lessons as Microsoft Word documents.

## Tech Tools

You are not required to purchase any software or specific technical tools. However, you should have a phone or camera, or some way to take pictures or videos of your work so you can upload them to Canvas.

# Course Overview

This is an asynchronous distance education course in Nutrition. All aspects of the course are online. You do not need to attend any class sessions or class meetings. All exams and quizzes are online; the exams are not proctored. You will be expected to complete the reading assignments, participate in the weekly online discussions, complete all activities within the time periods given. Each week begins on Monday morning and ends Sunday night at midnight, except for finals week during Week 14, which ends on Friday (please make a note).

For a 3-unit course, you would normally be in class 3 hours per week and expected to spend another

2-3 hours per unit (6-9 hours) studying outside of class. The time commitment is the same in an online class, which means that you should expect to spend 9-12 hours per week on this class.

## Course Pace and Design

This is a late-start, accelerated, 14-week course, and we will cover two lessons per week for the first two weeks and then one lesson per week (on average). You will be required to read weekly lessons, watch lecture videos, participate in discussion forums twice a week, take weekly quizzes, and submit homework assignments. There will be one online, timed exam, at the end of the semester. You will spend the semester working on a diet study project and will be required to submit handwritten work to support your digital submissions. I will send out announcements every Monday morning with information about the week. There is little opportunity for late work. Please be prepared to keep up with the pace of this class.

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## Technical Competencies

You need reliable internet access at least 2-3 days a week to participate in this course. Do not plan on taking this course entirely from your phone or other mobile devices. Although you can participate in some portions of this course using the Canvas app on a mobile device, you will need a computer to take quizzes and exams and to upload and download files for the Diet Study project.

To take this course, you need to be able to do the following:

- Connect to the internet using a web browser. [Firefox](#) and [Chrome](#) are recommended, but most browsers are compatible. Having cable, DSL, or satellite internet service is recommended.
- Navigate the internet using search engines
- Send and receive messaging using the Canvas Inbox

- Download, open, save and upload files (eg: .pdf, .docx, .jpg).
- Utilize Microsoft Word, Google Docs, or similar word processing software.

## Computer Requirements

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades. The following is recommended:

Windows 7 and newer (users on Windows 10 need to download the Windows Anniversary Update to submit Canvas assignments)

- Mac OSX 10.6 and newer
- DSL or cable modem at home recommended (Minimum of 512kbps)

If you are using a screen-reader, the following are supported in Canvas:

- [JAWS](#) (latest version for Chrome/Firefox on Windows)
- [NVDA](#) (latest version for Chrome/Firefox on Windows)
- [VoiceOver](#) (latest version for Safari/Chrome on Macintosh and iOS mobile)
- [Talkback](#) (latest version for Android mobile)

The following browsers are supported by Canvas. Chrome is recommended.

- **Chrome** 107 and 108
- **Firefox** 107 and 108 ([Extended Releases](#) are not supported\*)
- **Edge** 107 and 108
- **Respondus Lockdown Browser** (supporting the latest [system requirements](#))
- **Safari** 15 and 16 (Macintosh only)

# Assignments

## Diet Study Project

The Diet Study Project is worth 55% of your grade, and you'll be working on it throughout the semester. You'll be analyzing a client's diet. You will be submitting diet study homework assignments most weeks during the semester. You earn points just for submitting the homework; they are not graded by the instructor for quality; however, they will be reviewed when the Client Diet Analysis assignments are graded to help determine the authenticity of student work. The homework assignments are designed to help you organize your work for the Client Diet Analysis assignments. You'll also be handwriting answers to questions on all topics and submitting your handwritten work. Lastly, you have one assignment on digestion and absorption.

**You must earn a passing score for the Diet Study Project to pass the class.**

## Diet Study Project Points Breakdown

- Week 1: Client Selection (1 point)
- Week 2: Diet Study Homework on Nutrition Basics (10 points)
- Week 3: Diet Study Homework on Carbohydrates (10 points)
- Week 4: Diet Study Homework on Fats (10 points)
- Week 5: Diet Study Homework on Proteins (10 points)
- Week 5: **Diet Study Assignment on Digestion and Absorption (120 points)**
- Week 7: Diet Study Homework on Micronutrients (10 points)
- Week 8: **Handwritten Process Portfolio Part 1 (30 Points)**
- Week 8: **Client Diet Analysis Part 1: Nutrient Analysis (170 points)**
- Week 9: Diet Study Worksheet on Nutrition and Health (10 points)
- Week 10: Diet Study Worksheet on Energy Balance (10 points)
- Week 11: **Handwritten Process Portfolio Part 2 (20 Points)**

- Week 11: Client Diet Analysis Part 2: Implementation Plan (150 points)

Total points: ~ 550 points (55% of your total grade)

## Discussion Forum

Your discussion contributions are worth 18% of your total grade. Most weeks during the semester, you will be required to participate in a discussion forum. Discussion posts are due on **Thursday and Sunday**. Discussions are graded and most are worth 15 points each. Think of discussions like class attendance. You need to show up and participate for full credit. I will grade all discussions posted up until Sunday night. You miss 0.5 points per day if your initial post is late. If you miss the entire week of the discussion, you **cannot** make it up without an acceptable excuse. See the Late Work Policy. The lowest discussion score will be dropped, so if you do miss one discussion, it won't count toward your grade.

You will also have access to ungraded forums including the Questions and Answer Forum, Diet Study Collaboration Forums, the Student Lounge, and the Share Recipes Forum.

## Quizzes

There will be 12-13 quizzes during the semester. They are worth 10 points each and about 10% of your total grade. They will be available weekly and will correspond to the material we are covering. The quizzes are not timed, and you have unlimited attempts. You can take the quizzes late up until the last day of class. Feedback is given immediately after each attempt. The questions are drawn from a pool, so each quiz is slightly different. Your highest grade is your final grade.

## Surveys

Surveys are 5% of your total grade. There will be several surveys offered throughout the semester about the class, the course design, navigation, discussions, and other topics. You will also have opportunities to reflect on your coursework. You will earn full credit just by participating. You must answer all questions to earn credit on the surveys. The surveys are open until the last day of class.

## Final Exam

The final exam is 10% of your grade, is cumulative, and will be available on Wednesday morning, May 6th. The final exam is **due May 13th**. The exam is timed and will be taken online. The exam is not proctored. The exam is worth 100 points and will cover Lessons 2-13. You can only access and submit the final exam once, and the exam is timed. If you miss the final exam, you have two days to make it up, missing 1 point per day; it is late. Late submissions will be accepted up until Friday, May 15th. No final exams are accepted after the last day of class.

## Ungraded Assignments

There are three pre-module surveys before the more challenging learning units. These surveys are optional and are not part of your grade. However, research has shown that students who take quizzes or surveys about course material before covering it tend to retain the material better and have a deeper understanding of the material.

You'll also find some ungraded activities to help you practice problem-solving techniques and solidify your knowledge.

# Course Policies

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Academic ethics and honesty are crucial to the exploration of ideas in the academic and broader world. I expect my students to maintain the highest academic integrity standards. As a student in my class, you are responsible for knowing the College of the Redwoods [Student Code of Conduct](#).

## Academic Dishonesty

Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain an unearned academic advantage by fraudulent and/or deceptive means. In this course it refers to plagiarism, copying other students' work, and working with others on exams.

## Plagiarism

Plagiarism is using another's written work without crediting the source. Information copied and pasted word-for-word from a website, the lessons, or another's work into the discussion forum or an assignment is plagiarism, even with a source cited at the bottom. This is because it appears as if the student is claiming credit for someone else's work. To avoid plagiarizing, give credit to the author *within* the body of the text, clearly distinguishing your work from someone else's work. Another way to avoid plagiarizing is to use quotes. However, quotes should be reserved for direct quotations from individuals or single sentences (not full paragraphs). It's important to write in your own words and create original work. The lessons should be your only source of information for assignments this semester.

**You must cite your sources and write in your own words.**

I use a program that detects plagiarism when I grade. If I find that your discussion post or assignment is plagiarized (i.e. you copy and paste verbatim from a website), I will assign a "0" for the entire assignment and give you a warning. I assume that most instances of plagiarism are unintentional, which is why I start with a warning. But, if it happens a second time, you will be dropped from the course.

## **Using Artificial Intelligence**

You may be familiar with ChatGPT or Gemini, artificial intelligence chatbots, called generative AI tools, or Gen AI. Gen AI can be helpful when trying to find resources, identifying nutrients in foods, or becoming familiar with a concept. We'll be learning about the ethical use of AI, and I'm hoping you will learn how to use Gen AI to support learning, not replace learning. You must create original work by writing in your own words. AI-generated answers can be incorrect, and information generated by AI can be biased and racist.

Unless otherwise stated, all assignments and discussion posts must be based on your understanding of the material in the lessons. Using AI tools like ChatGPT, Gemini, or others in place of reading the lesson or watching lecture videos is considered an unethical use of AI and violates this academic honesty policy, even if the words are your own.

I use a program that detects AI-generated text when I grade. If an assignment or discussion post is flagged as mostly AI-generated, I will assign a "0" for the assignment; consider the "0" a placeholder. I will reach out to a student with suspected AI-generated text and ask some follow-up questions. I will review past assignments, handwritten work, and the time spent in Canvas. I may ask to meet on Zoom to determine if the student understands the concepts she or he wrote about. If the student doesn't answer questions or will not meet with me on Zoom, the "0" will remain as the grade. If there are repeated uses of AI-generated text, the student may be dropped from the course.

## Exams

You can use your book, your notes, or the internet to take the final exam, but you cannot use GenAI and must work independently. You cannot work with other students on exams.

## Penalties for Academic Dishonesty

1. The first reported offense by a student will result in a written warning from the instructor and a "0" on the assignment.
2. The second reported offense by a student may result in the student being dropped from the course.

For blatant offenses, the student will be referred to the Chief Student Services Officer or designee.

In some instances, the student could face probation, suspension, or expulsion.

## Disruptive Behavior Policy

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The [Student Code of Conduct](#) (AP 5500) is available on the College of the Redwoods website.

## Late Work Policy

I accept late submits for quizzes, your diet study assignments, and the midterm, but you cannot make up the discussion forums. There are certain instances in which I will allow late work and these are outlined below.

## Acceptable Reasons (Documentation Required)

- Hospital stay or emergency room visit for you or your child
- Death in your immediate family
- System-wide power outage in Humboldt, CR, or Canvas
- Personal computer issue or internet issue

## Steps to Take if You Are Requesting an Extension

- **Power Outage:** If there is a system-wide Canvas outage, or area-wide power outage, text via Remind or make contact when power returns via email or the Inbox. I will automatically extend due dates if Canvas is down for a long period of time and I feel it impacts students turning in course work on time.
- **Emergency Medical Visit:** If you or a loved one have had an illness or injury requiring an emergency room visit, hospitalization, or surgery, contact your instructor via email or the Inbox. Provide a doctor's note or other documentation (eg: discharge summary, picture of the hospital) as evidence of the hospital visit. *No personal medical information is required.* The documentation can be scanned and emailed, or sent via the Canvas Inbox by taking a picture with your phone. If you have COVID-19, you can send a picture of the results of a positive test.
- **Death in the Family:** Contact your instructor via email or the Inbox. Provide documentation of the death in your family. For example, a death certificate or copy of (or link to) an obituary. This can be scanned and emailed, or sent via the Inbox by taking a picture with your phone.
- **Personal computer issue or internet issue:** Although I recommend having a backup plan in place in the event your computer dies or you lose internet access, if you have an issue and can provide documentation, I'll allow late work. Documentation could be an email from CR Tech Support or an invoice from a computer repair shop.

Late work will not be graded until documentation is received. Documentation must be received at least one week prior to classes ending. No extension will be given without proper documentation.

You should have a back-up plan for problems with your computer or your internet. Although minor car accidents, the common cold, and other minor life events are time-consuming and frustrating, they are not excuses for late work.

## **Accepted Late Work for Assignments**

### **Discussion Forums**

Discussion forums are open from Monday morning until Sunday night at 11:59 PM for most weeks of the semester. The initial post is due on Thursday at 11:59 PM. You lose 0.5 points per day if your initial post is late, and you can submit late up until Sunday night. No discussion forum posts are accepted after Sunday night unless you have an acceptable reason for late work and can provide documentation. Sunday night due dates will be extended to Monday when there is a holiday weekend.

### **Assignments**

The Handwritten Process Portfolio can be submitted late for up to one week. No points will be deducted for submitting the Process Portfolio late. If you have an acceptable reason for late work and can provide documentation, I will allow you to submit late without a loss of points.

### **Quizzes**

There will be 12-13 quizzes during the semester. They are worth 10 points each and about 12% of your total grade. They will be available weekly and will correspond to the material we are covering.

The quizzes are not timed, and you have unlimited attempts. You can take the quizzes late up until the last day of class without penalty. Feedback is given immediately after each attempt. The questions are drawn from a pool, so each quiz is slightly different. Your highest grade is your final grade.

## **Exams**

The final exam opens on Wednesday morning of Week 13 and is due on Wednesday of Week 14. Late final exams are accepted up until the last day of class, Friday of Week 14; you lose 1 point per day it is submitted late. No final exams are accepted after the last day of class. No exceptions.

Final grades are posted the following Monday or Tuesday after class ends. If you experience a death in the family, have an illness or injury requiring hospitalization, or experience another traumatic life event that prevents you from taking the final exam, contact the instructor ASAP to request an incomplete in the course.

**Final grades** are posted the following week after class ends. If you experience a death in the family, have an illness or injury requiring hospitalization, or experience another traumatic life event that prevented you from taking the final exam, contact the instructor ASAP to request an incomplete in the course.

## **Admissions, Drops, Withdrawals Incompletes**

### **Admissions Deadlines & Enrollment Dates**

- Semester begins: 1/31/2026
- Last day to add a class: 1/23/26
- Lincoln's Birthday: 2/13/26
- Washington's Birthday: 2/16/26
- Last day to drop and receive a refund: 2/19/26
- Last day to drop without a W: 2/19/26

- Census date: 2/20/26
- Spring Break: 3/16/26-3/20/26
- Cesar Chavez Holiday: 3/31/26
- Last day for student or faculty-initiated W (no refund): 4/6/26
- Final examinations: 5/9/26-5/15/26
- Semester ends: 5/15/26
- Grades available for transcript release: approximately 5/29/26

## Drops

If you do not participate in the discussion forum by Sunday the first week of class, you will be dropped from the class. I've become stricter about dropping students because of the number of fraudulent student accounts. I expect students to participate in the discussion forums consistently during the first few weeks of class. If you don't participate in the forum during week 1 and week 2, you will automatically be dropped from the course. After week 2, if you don't participate for a period of two weeks in a row, you will be dropped from the course. If you would like to drop the course, **you can drop using WebAdvisor**. For more information, contact the Admissions Office:

- Website: <https://www.redwoods.edu/admissions>
- Phone Eureka: 707.476.4200
- Phone Del Norte: 707.465.2380
- Phone Klamath-Trinity: 530.625.4821
- Emails: [ambassador@redwoods.edu](mailto:ambassador@redwoods.edu)

If you have any period of time where you cannot participate in the course due to life situations, please contact me to avoid being dropped. Communication with your instructor is key.

## Withdrawals

Student-initiated withdrawal may occur through the second week of class with nothing recorded in the student transcripts. From week 2 through week 7, students can withdraw from the course with a recorded W (withdrawal). Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 8th week of class. Non-participation means not participating in the forum for more than two weeks. No course withdrawal is allowed after the 8th week of class.

## Excused Withdrawal Petition

Students who have experienced extenuating circumstances can complete & submit the Excused Withdrawal Petition to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

## Incomplete Grades

An Incomplete grade may be assigned only when unforeseen circumstances prevent a student from completing all of the required work. ***Almost all of the course work must be completed for an incomplete grade to be considered.*** A final grade will be assigned when the missing work has been completed and evaluated. An Incomplete grade that is not removed by the end of the following semester reverts to the alternate grade authorized by the faculty member. If you think you might qualify for an incomplete grade, contact the [Counseling and Advising Center](#), 707-476-4150.

## Grading Policy

I personally grade your discussion forum posts and diet study assignments and give individual feedback. If you sign up for [notifications](#), you will receive an email or text each time I grade an assignment, make a comment, or give your feedback. You can find instructions for setting your notifications on the [FAQ page](#).

I use a grading rubric for discussions and assignments. You can view the rubric by clicking on the gear icon and clicking "**show rubric**" in the right corner of the assignment. I will provide individual feedback for each discussion forum and assignment and give you suggestions for improving your discussion posts if you did not earn full credit.

Quizzes, surveys, and exams are graded automatically through the Canvas system. There is feedback available immediately after you finish each quiz to help you understand why you may have answered correctly or incorrectly. Feel free to ask me if you have any questions about your grade.

## Assignment Weights

Assessment	% of Your Grade
Discussions	20%
Quizzes	10%
Surveys	5%
Final Exam	10%
Diet Study Project	55%
<i>Diet Study Homework assignments</i>	(~7%)

Assessment	% of Your Grade
<i>Diet Study Digestion &amp; Absorption</i>	(~12%)
<i>Handwritten Process Portfolio 1</i>	(~3%)
<i>Client Diet Analysis 1</i>	(~17%)
<i>Handwritten Process Portfolio 2</i>	(~2%)
<i>Client Diet Analysis 2</i>	(~15%)

## Letter Grades

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 84-86%

B- = 80-83%

C+ = 75-79%

C = 70-74%

D = 60-69%

F = 60%

## Extra Credit

I will provide extra credit opportunities during the semester. You can earn up to 30 points of extra credit. There will be almost double the number of points available to give you multiple opportunities to participate. The extra credit opportunities will be worth as much as 3% of your grade, which will bump B+ students to an A-, or C+ students to a B-. You cannot lose points taking the extra credit. View more information on the Extra Credit page.

**Note:** I offer extra credit to help borderline students achieve a higher grade. Because of this, I do **not** round up at the end of the semester. This means that 89.9% is a B+. If you want a chance to boost your grade, I recommend participating in the extra credit activities.

## Communication Policy

### How We Will Interact

Throughout the semester you will be receiving regular contact from me through announcements, grading feedback, and Canvas messaging. I will also make myself available to you and will always respond within 24 hours on weekdays, 48 hours on weekends (except on holiday weekends).

### How I Will Interact With You

- **Announcements:** Every Monday morning, I will send an announcement. Announcements will include a video and will provide an overview of the weekly material and clarify projects, assignments, due dates, or discussions. I'll also send out an announcement notifying you when your grades have been posted and clarifying essential points.
- **Weekly Forum Grading Feedback:** I will leave comments within the comment box when I finish grading your discussions each week. I will have your discussions graded within one week of the

Sunday night due date. You can find these comments by going to **Grades** and clicking the discussion title.

- If you sign up for grading notifications (Account > [Notifications](#) > click the green checkmark next to "Grading" under your preferred email), you will receive an email when I have finished grading your discussion or assignment.
- **Assignment Grading Feedback:** You will receive individual feedback on your Digestion and Absorption assignment and Client Diet Analysis assignments. You'll find these comments in the textbox within the assignment. I will have on-time assignments graded within one week after the due date.
- **Instructor Forum Participation:** I will make comments and videos within the discussion forum between Monday and Thursday. If I see that students are getting off track, I will help guide the discussion back to the topic we are discussing. Each week, I will provide tips for improving student work. You'll always find my comments in blue.
- **Reflection Assignments:** One or more of your surveys will allow you to reflect on your progress in the course and on the Diet Study project. I will be responding to your comments and providing you with individual feedback about your progress in the course in these assignments.
- **Participation and Grading Contact:** I will contact you through the Canvas Inbox if you have missed assignments, have low participation, or have a low grade in the course to offer help and support, as well as to remind you of upcoming due dates.

## How You Can Reach Me

- **Questions for Instructor Forum:** The best place to ask me questions is in the Question and Answer forum. This is also a great place to look for answers to questions.
- **Message Anytime:** You do not need to wait for office hours to contact me. You can message me anytime. I will respond to you within 48 hours (except on holiday weekends) – usually much sooner!

## How You Will Be Interacting With Your Classmates

- **Weekly Discussions:** Almost every week of the class, you will be *required* to participate in a discussion forum. You will be answering a question set and responding to your classmates. Each week you'll be divided into groups, some weeks will be larger groups and some weeks will be smaller groups. You will automatically see your group.
- **Collaboration Discussion:** You have the option to work with your classmates on the project in the Collaboration Discussion forum. This is an ungraded forum designed to give you the opportunity to receive tips and advice from your peers. *You can earn extra credit and your participation is optional.*
- **Student Lounge:** In the discussion area, pinned at the top, you will find a Student Lounge that allows you to talk about the class, assignments, and nutrition. You can use this forum to talk with your classmates or set up study groups. *Your participation is optional.*
- **Share Recipes Forum:** Also pinned at the top of Discussions is a forum for sharing healthy recipes. I encourage you to post and comment on recipes in this forum. You can also earn extra credit by participating in this forum. *Your participation is optional.*

## Netiquette

Netiquette is etiquette in the online learning environment. There are some basic rules for communication and behaving properly online. Use correct spelling; don't text type, offer tips, and share experiences. I expect you to respect your peers and keep your posts polite with no foul language and no insults. Be aware that what may seem funny to you at that time, may come across as insulting to other students reading your posts.

# Inclusivity Policy

## Gender-Inclusive Language in the Online Environment

College of the Redwoods aspires to create a learning environment in which all people feel comfortable contributing their perspectives to classroom discussions. It, therefore, encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender, affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

## Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

## Diversity in the Online Learning Environment

I strive to create an inclusive learning environment where diverse perspectives are recognized, respected, and seen as sources of strength. Ideally, science and medicine would be objective. However, nutrition science can be subjective and biased. Historically, not only have white men conducted most of the scientific research, but many studies have been conducted on mainly white men. Women have been traditionally underrepresented in medical research. In 2019, the National Institute of Health acknowledged that Blacks or African Americans, Hispanics or LatinX, American Indians or Alaska Natives, Native Hawaiians, and other Pacific Islanders have all been underrepresented in medical research. Although I have made efforts to include a diverse set of

resources for this course, I acknowledge that much of the research I reference in my lessons have been authored by white men, and there will be biases in some of the material we are covering. If you have suggestions for creating a more diverse learning environment, reach out to me!

I value diversity and want to create a learning environment that supports diverse perspectives and experiences. To help accomplish this, I'll be asking students to share their preferred names (e.g., nickname) and preferred pronouns (if they want) along with any history about their names during Week 1. Throughout the semester, I'll be asking students to share thoughts and opinions in the discussion forums so we can all learn from others' experiences. I'll be asking you to share your opinions about the class in surveys. I understand that experiences outside of the classroom can affect performance. In these instances, reach out to me so I can be a resource for you.

Like many, I'm still in the process of learning about diverse perspectives and identities. My goal is to create a safe learning environment with an atmosphere of trust, where we're all respectful of others in the discussion forum. If you find something offensive in the reading material or encounter comments in the discussion forum that make you uncomfortable, please reach out to me.

## **Accommodations Policy**

### **Student Accommodations**

There is only one timed exam in this course, the final exam. The quizzes are not timed. If you think you might need extra time on an exam or other accommodation, contact Student Accessibility Support Services (SASS, formerly known as DSPS). You can be evaluated and if accommodations are needed, the appropriate staff member will send me documentation. I need to have the documentation prior to the exam to make the appropriate accommodations.

- [SASS Website](#)
- 707-476-4280
- sass@redwoods.edu

If SASS staff have forwarded the appropriate documentation to me, you will see the additional time added to your exam within the exam instructions. You can click on the exam to double-check without actually entering the exam. You need to click the blue button titled Take the Quiz to enter and begin the exam - just like quizzes.

[Apply to SASS \(application for accommodations\)](#)

## Student Accessibility Support Services

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Student Accessibility Support Services (linked above). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: [sass@redwoods.edu](mailto:sass@redwoods.edu).

- Eureka: 707-476-4280, Student Services building, first floor SS113
- Del Norte: 707-465-2353, main building, near the Library
- Klamath-Trinity: 707-476-4280

## Learning Styles

I feel I have a responsibility to support a variety of learning styles. The study aid that is the most helpful for one student might confuse another student. For this reason, I have created several ways to deliver course content and assist in student self-assessment, including videos, animations, text, illustrations, diagrams, images, and interactive self-assessment activities. I have alternative learning tools and assignments available for those of you who are unable to use the technological tools in this course.

## Accessibility

This course was designed with accessibility in mind, and the College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. However, if you discover something that is not as accessible as it could be, please contact me so I can make the appropriate changes.

Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; archived videos will consist of closed captioning and transcripts, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs, and audio files will consist of transcripts. All text will be formatted for use with screen readers, and all course materials will be understandable without the use of color.

Canvas is our learning management system, and Canvas's goal is to be fully accessible and usable for all users, regardless of ability. All archived videos have been captioned.

- [Canvas Accessibility Statement](#)

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## Student Resources

College of the Redwoods has a variety of student services. If you are having problems taking a quiz or exam or entering a discussion forum, contact your instructor. You can find resources in the CR Student Services and Support Handbook, which is within the **Resources and Support** module. If you are having general technical issues, contact the **CR Technology Help Desk**. If you need help with course material, you can always contact me, but another option is contacting the **Academic Support Center**. The **Academic Support Center** offers peer assistance with writing assignments, tutoring services, and helps English language learners. We all know that being a student is difficult. It can be challenging to balance academic work, sporting commitments, work, and social life without becoming overwhelmed. The goal of the **Counseling Center** is to promote the well-being of CR students. The **Advising Center** provides services to help students determine their aptitudes, plan educational programs, choose their careers, and acquire needed educational/occupational information. You'll find all of these resources on the following pages. If you are unsure which service may best suit you, you can always contact your instructor.

# Technical Support

## Canvas Help

If you are having problems with Canvas, for example, you can't post in the discussion forum, a quiz isn't showing up for you, or you are having trouble viewing course material, contact Canvas Support using the "**Help**" icon in the far-left navigation, then click, Contact Canvas Support Student and someone will reply to you during the week, Monday to Friday. If you want an answer sooner, try the resources below.

- Click **Help** in the far-left navigation and then click Contact Canvas Support (student).
- Student Tech Help
  - **website:** [redwoods.edu/sts](http://redwoods.edu/sts)
  - **email:** [tech-helpline@redwoods.edu](mailto:tech-helpline@redwoods.edu)
  - **phone:** 707-476-4225
- Visit CR's [Online Support](#) page.
- Check the [Canvas Server Status](#)

# Emergency Procedures

## Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into [WebAdvisor](#) and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

## **Del Norte Campus Emergency Procedures**

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

## **Eureka Campus Emergency Procedures**

Please review the campus emergency map for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.

3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## **Klamath Trinity Campus Emergency Procedures**

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
  - a. If safe to do so, notify key administrators, departments, and personnel.
  - b. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
3. Contact Jolene Gates 530-625-4821 to notify of situation.
4. Contact Hoopa Tribal Education Administration office 530-625-4413
5. Notify Public Safety 707-476-4111.

In the event of an emergency, the responsible district employee on scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.

If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.

Do not leave site, unless it has been deemed safe by the person in command.

## Spring 2026 Schedule

Weekly topic, reading assignment, and due dates.

Date	Week	Topic	Reading Assignment	Due Sunday 11:59 PM (first forum post due Thurs)
2/2	1	AI and Learning	Lesson 1	Week 1 Discussion 1 Due (first post due Thurs) Quiz 1 Intro Due Student Agreement Due <b>Due Sunday, 2/8</b>
2/2	1	Food Choices & Health	Lesson 2	Week 1 Discussion 2 Due Quiz 2 Lesson 1 Due Week 2 Survey Due Diet Study Client Selection Due <b>Due Sunday 2/8</b>
2/9	2	Dietary Guidelines	Lesson 3	Week 2 Discussion 3 Due Quiz 3 Lesson 2 Due No survey <b>Due Monday 2/16</b>  <i>Extended due to the holiday weekend.</i>
2/9	2	Digestive System	Lesson 4	Week 2 Discussion 4 Due Quiz 4 Lesson 3 Due Week 4 Survey Due Nutrition Basics Homework Due <b>Due Monday 2/16</b>

2/16	3	Carbohydrates	Lesson 5	Week 5 Discussion Due Quiz 5 Lesson 4 Due No survey due Carbohydrates Homework Due <b>Due Sunday 2/22</b>
2/23	4	Lipids	Lesson 6	Week 6 Discussion Due Quiz 6 Lesson 5 Due Lipids Homework Due Week 6 Reflection Survey Due <b>Due Sunday 3/1</b>
3/2	5	Protein	Lesson 7	Digestion and Absorption Assignment Due Quiz 7 Lesson 6 Due Protein Homework Due No discussion No survey <b>Due Sunday 3/8</b>
3/9	6	Vitamins	Lesson 8	Week 9 Discussion Due Quiz 8 Lesson 7 Due  Mid-Semester Survey Due Late Digestion & Absorption Assignments Due  No homework <b>Due Sunday 3/15</b>
3/16		SPRING BREAK		
3/23	7	Minerals	Lesson 9	Quiz 9 Lesson 8 Due Week 10 Survey Due Micronutrient Homework Due  <b>Due Sunday 3/29</b>
3/30	8	Client Diet Analysis Part 1	Lessons 2-9	Handwritten Process Portfolio Due  Client Diet Analysis Part 1 Due  <b>Due Sunday 4/5</b>

4/6	9	Diet & Health	Lesson 10	Week 11 Discussion Due Quiz 10 Lesson 9 Due Diet and Health Homework Due <b>Due Sunday 4/12</b>
4/13	10	Energy Balance	Lesson 11	Week 12 Discussion Due Quiz 11 Lesson 10 Due Energy Balance Homework Due No Survey <b>Due Sunday 4/19</b>
4/20	11	Client Diet Analysis Part 2	Lessons 2-11	No quiz No survey No Diet Study Homework No required discussion <b>Process Portfolio Part 2 Due</b> <b>Client Diet Analysis Part 2 Due</b> <b>Sunday</b>  <b>Due Sunday 4/26</b>
4/27	12	Lifecycle Nutrition	Lesson 12	Week 14 Discussion Due Quiz 12 Lesson 11 Due No Quiz No Survey No homework  <b>Due Sunday 5/3</b>
5/4	13	Food Safety & Reflection	Lesson 13	Week 15 Discussion Due Quiz 13 Due No Survey No homework  <b>Due Sunday 5/10</b>

<b>5/11</b>	14	Final Exam	Lessons 2-13 review	<b>Final Exam Due Wednesday 5/13</b> <b>Week 16 Survey Due 5/15</b> <b>All Late Work Due Due FRIDAY 5/15</b> <b>CLASS ENDS FRIDAY</b>
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