

NUTRITION FOR FOODSERVICE PROFESSIONALS
HMG 4993
Semester Year

Instructor

Course

Section

E-mail

Day

Phone

Office

Location

Office Hours

Time

Class Hours 2

Lab Hours 0

Credits 2

Department Mission Statement

The Hospitality Management Department of New York City College of Technology educates students for careers in the hospitality industry through foundational knowledge of hospitality operations and experiences that cultivate diverse perspectives, lifelong learning, collaboration, and community engagement.

Program Learning Outcomes

To graduate students who

1. identify and demonstrate skills relevant to the operational areas of hospitality management. (PLO #1)
2. utilize the dynamics of collaboration in diverse settings. (PLO #2)
3. demonstrate effective communication skills. (PLO #3)
4. exhibit the analytical and social skills essential for success in the global workplace. (PLO #4)
5. value and integrate lifelong learning, civic engagement, ethical reasoning, and social responsibility. (PLO #5)

Course Description

Relationship of food to health from the perspective of the culinary professional. Discussion of the basic elements of nutrition as it relates to menu development, the role of restaurateurs, and diverse cultural perspectives on American gastronomy.

Prerequisites

HMG 2303

Course Objectives

Upon completion of HMG 4993, students will be able to

- a. Identify characteristics of a nutritious diet
- b. Summarize the function of carbohydrates, proteins, fats and lipids, vitamins, minerals and water
- c. Classify the FDA guidelines for a balanced diet
- d. Apply proper nutritional cooking techniques
- e. Evaluate nutritional cooking techniques and menu items

| Student Learning Outcomes | Method of Assessment |
|---|---|
| a. Define and explain a nutritious diet (HMGT: Knowledge; Gen Ed: Knowledge, Integration, PLO #1) | Class participation, discussion boards, three-day intake study and analysis, elimination challenge, eating plan research project (rubric) |
| b. Distinguish the fundamentals of nutrition (Gen Ed: Knowledge) | Class participation, discussion boards, three-day intake study and analysis, eating plan research project (rubric) |
| c. Classify the USDA guidelines for balanced diets (Gen Ed: Knowledge) | Class participation, discussion boards, eating plan research project (rubric) |
| d. Implement proper nutritional cooking techniques (HMGT: Knowledge, Integration) | Recipe development project |
| e. Detect the nutritional significance of recipes (HMGT: Knowledge, Gen Ed: Knowledge, Integration) | Three-day intake study and analysis, recipe development project, eating plan research project |

Grading Procedure

| | |
|---------------------------------------|-------|
| Class participation | 15% |
| Discussion board participation | 15 % |
| Three day intake study and analysis | 20 % |
| Elimination challenge | 10 % |
| Eating plan research project (rubric) | 20 % |
| <u>Recipe development project</u> | 20 % |
| Total | 100 % |

Assignments

Class participation- actively engaging in class.

Discussion board participation - posting and responding to classmates posts

Three day intake study and analysis- A written record and analysis of what a student ate, drank and exercised for a three-day period.

Elimination challenge- Student will eliminate either caffeine, sugar or carbohydrates for 2 days and discuss any physical or psychological reactions.

Eating plan research project- Students will sign up to research a particular eating plan/diet. Deliver an oral presentation accompanied by a PowerPoint of the guidelines, benefits and disadvantages of the eating plan. Rubric for oral presentation will be used.

Recipe development project- Select a recipe then a specific eating plan and alter the recipe by exchanging ingredients and cooking techniques to make it fit the dietary needs of the client. In an oral presentation explain to class how you adapted the recipe.

Grading System

| | |
|----|----------------|
| A | 93 – 100 |
| A- | 90 – 92.9 |
| B+ | 87 – 89.9 |
| B | 83 – 86.9 |
| B- | 80 -- 82.9 |
| C+ | 77 – 79.9 |
| C | 70 – 76.9 |
| D | 60 – 69.9 |
| F | 59.9 and below |

Required Text:

Duyff, R. (2017). *Academy of nutrition and dietetics complete food and nutrition guide* (5th Edition). Houghton Mifflin Harcourt.

Suggested Texts and Readings

Sunday and Wednesday Food Section of the New York Times

Balch, P. (2003). *Prescription for dietary wellness* (2nd ed). Penguin Group.

Nutrition Action Healthletter, Center for Science in the Public Interest
<https://www.cspinet.org/nutrition-action-healthletter>

Pollan, M. (2009). *Food rules: An eater's manual*. Penguin Books.

Course Materials

Available on Blackboard

Rubric

Oral Presentation

| | Performance Indicator | | | |
|--|--|--|--|---|
| | 1.Unacceptable | 2. Acceptable | 3. Good | 4. Excellent |
| Value of Material Presented | Little value, material not educational or informative | Small value, some information but could have been more educational | Was educational, informative, gave insight to audience | Highly educational, very informative |
| Verbal Delivery | Mispronounced words, no evidence of research in how to pronounce unknown words, ineffective delivery | Somewhat ineffective but there is evidence of preparation | Effective and evidence of thoughtfulness and planning | Polished delivery, clearly prepared and professional delivery, very informative |
| Organizational Structure, Order or Slides, Flow of Presentation | No apparent reasoning applied, lack of structure | Some structure but could have been more orderly | Slides were logical and made for a smooth delivery | Slides were methodical and made for a smooth and polished and professional delivery |
| Mastery of Debate Presentation | Did not follow guidelines at all | Partially followed guidelines | Followed guidelines | Followed guidelines, very presentable to professional audience |

Selected Bibliography

Bettina E. (2019). *The challenge of feeding children in a highly processed world*. Oxford University Press.

Nestle, M. (2003). *Food politics: How the food industry influences nutrition and health*. University of California Press.

Nestle, M. (2006). *What to eat*. North Point Press.

Poppendieck, J. (2010). *Free For All: Fixing School Food in America*. University of California Press.

Schlosser, E. (2001). *Fast food nation: The dark side of the all-American meal*. Houghton Mifflin.

Class Meeting Schedule

Class dates are subject to change in accordance with college calendar adjustment. *

| WEEK | DATE | TOPIC | ASSIGNMENT |
|-------------|-------------|--|--|
| 1 | | Course Overview Syllabus Food and Lifestyle Choices Nutrients | Discussion Board #1 Due 2/10/22 at 6:00 pm |
| 2 | | Calories Food Labeling | 3-day food intake introduced |
| 3 | | Plan Smart to Eat Smart Nutrients | |
| 4 | | Healthy Body Weight Purchasing | 3-day food intake analysis due |
| 5 | | Beverages | Elimination challenge introduced |
| 6 | | Producing Your Food | |
| 7 | | Eating Away From Home Menu Cues | Elimination challenge due |
| 8 | | Diet-Related Health Issues | Discussion Board #2 Due 3/31/22 at 6:00 pm |
| 9 | | Eating Plans | Selection of Eating Plans for presentations |
| 10 | | Cook for Flavor and Health | |
| 11 | | Eating Plan Presentations | Eating Plan oral presentations |
| 12 | | Food Allergens and Ingredient Substitutions | Discussion Board #3 Due 5/5/22 at 6:00 pm |
| 13 | | Healthy at All Ages | Recipe development project introduced |
| 14 | | Recipes for Dietary Challenges | |
| 15 | | Recipe Development Project | Recipe Development presentations |

Diversity and Inclusive Education Statement

This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples.

Student Accessibility

Qualified students with disabilities, under applicable federal, state, and city laws, seeking reasonable accommodations or academic adjustments must contact the Center for Student Accessibility for information on City Tech's policies and procedures to obtain such services. Students with questions on eligibility or the need for temporary disability services should also contact the Center at The Center for Student Accessibility:

<http://www.citytech.cuny.edu/accessibility/>

Professionalism and Participation

The Department of Hospitality Management follows industry standards in order to educate, develop and mentor future hospitality and tourism professionals. In order to successfully complete a course, students must consistently participate in class and meet deadlines.

NYC College of Technology Statement on Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

As stated in the Academic Integrity Policy Manual,

"academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work. Plagiarism is the presenting of someone else's ideas without proper credit or attribution. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise."

The complete text of the College Academic Integrity Policy Manual may be found on the College website.

Statement of Classroom Behavior

Each student has the right to study and learn in a comfortable, safe, supportive environment that promotes self-esteem – free of fear, humiliation, intimidation, offensive or suggestive language.

Use of Electronic Devices

The use of cellular phones and audio equipment in all academic and study areas of the college is prohibited. Students are not permitted to take calls or text message during class. Students may not use their cell phones as calculators. In some instances, an instructor may allow the use of personal electronic devices for in class activities.

Writing Style Statement

The hospitality management department requires that all written work must be prepared using APA Style Publication Manual of the American Psychological Association as a reference guide. This includes editorial formats, abbreviations, use of statistics, graphs, citations and references. Visit the City Tech Library website for APA Style Guides.

MS Office Suite Assignment Submission Guidelines

Students are expected to use MS Office Suite including Outlook, Word, PowerPoint and Excel unless otherwise stated. Students are entitled to a subscription, which is available through the CUNY Portal or Blackboard.

Attach HMGMT Department Calendar