



## PubH 6904-001

### Nutrition and Aging

### Summer/2015

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<b>Credits:</b>	2
<b>Meeting Days:</b>	Readings and assignments posted online: every Monday
<b>Meeting Time:</b>	online
<b>Meeting Place:</b>	online
<b>Instructor:</b>	Dr. Lyn M. Steffen
<b>Office Address:</b>	WBOB, Room 426
<b>Office Phone:</b>	612-625-9307
<b>Fax:</b>	612-624-0315
<b>E-mail:</b>	steffen@umn.edu
<b>Office Hours:</b>	email anytime or call me to schedule an in-person meeting

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#### I. Course Description

This course reviews some major health issues and nutritional needs of older adults from a public health perspective. It is taught in an online format. This is an 8 week course and therefore, we have limited time to address all health issues and nutritional needs of seniors.

A reasonable expectation is to spend approximately 120 hours on class-related activities for the course.

##### **Acknowledgments**

The content of PubH 6904 is updated annually and is based on the text, Nutrition for the Older Adults by Bernstein and Munoz (2<sup>nd</sup> edition) and selected journal articles. Dr. Bea Krinke, a former faculty member at UMN, had a role in the conceptual development for part of the course, including assignments 3 and 4.

#### II. Course Prerequisites

Graduate student or professional school student or instructor consent.

#### III. Course Goals and Objectives

- Describe adult population demographics and the implications they have for public health nutrition
- Understand the nutritional impact of physiological changes occurring in older adults
- Identify older adult populations at risk for chronic disease
- Learn dietary guidelines and nutrient recommendations for older adults, with or without chronic disease
- Assess the dietary intake of an older adult; interpret this intake based on RDI's and dietary guidelines as well as the individual's health status
- Identify, access, and describe community programs and related policies serving older adults

## IV. Methods of Instruction and Work Expectations

### Instructional Methods:

#### **CLASS ACTIVITIES: "LECTURES"**

Course material is broken down into a series of "lecture" topics, which are presented as PowerPoint slides. These take the place of class lectures to highlight course material (assigned reading in text and journal articles). Web site addresses are given to link to additional resources.

#### **READING AND APPLYING CRITICAL THINKING SKILLS**

Reading materials will include text chapters, journal articles, and website material which can be found under the Readings icon in the respective weekly folder (Moodle) and in the syllabus (below). Quizzes and assignments are posted with their respective reading material. Students may need to find additional resources when completing some assignments.

#### **ASSIGNMENTS**

Written assignments 1-3 ask students to synthesize course materials and apply to selected – scenarios. Assignment 4 is the community exploration project, which is to explore community senior services, such as visiting a senior center or a senior nutrition program dining site or other program for seniors. Assignment 4 will be posted on Moodle (week 2) – with August 2<sup>nd</sup> due date.

#### **FINAL PROJECT**

The final project provides the opportunity to interview an older adult and evaluate their nutritional status. The Final Project will be posted on Moodle (week 3) with August 7<sup>th</sup> due date.

#### **QUIZZES**

Two quizzes provide the opportunity to evaluate your knowledge learned in this course.

**Assignments, quizzes, and the final project should be emailed to [steffen@umn.edu](mailto:steffen@umn.edu)**

## V. Course Text and Readings

**Nutrition for the Older Adult, 2<sup>nd</sup> edition** by Melissa Bernstein and Nancy Munoz. The 2<sup>nd</sup> edition is new this year. I used the 1<sup>st</sup> edition for the past several years and students liked it a lot (I love it!). It is a very readable text with numerous tables and figures. I suggest buying the 2<sup>nd</sup> edition as it has been completely revised and updated. The text is available from the publisher Jones and Bartlett (\$138.95); Amazon (\$126.84); Barnes and Noble (\$132.93) and probably other online bookstores.

Journal articles and website reading material is listed below and will be posted in Moodle by week.

## VI. Course Outline/Weekly Schedule (see summary calendar at the end of the syllabus)

**Due dates for all class assignments, quizzes, and the final project are shown in the course outline below as well as on the summary calendar (page 10).**

**Please consider the following questions over the next 8 weeks while completing your coursework:**

1. What are the physiologic, behavioral (such as dietary intake), and social factors associated with maintenance of health and functioning among older adults (or healthy aging)?
2. What is the prevalence of disease and level of functioning and disability in the elderly?
3. To what extent do health conditions vary by gender, race-ethnicity, and socioeconomic status?
4. What programs and policies target older adults for promoting/maintaining good health?

Assignments, quizzes, and the final project should be emailed to [steffen@umn.edu](mailto:steffen@umn.edu)

### **Week 1 (June 15-21) Demographics and Physiology of Aging**

What is 'OLD'? How do we 'Age'? What are the current and projected demographic characteristics of older adults?

#### **1. Reading assignment:**

a) Text: Chp 1 (Introduction and Demographics of Aging); Chp 2 (Physiology of Aging); and Chp 16 Malnutrition and Obesity

b) Articles:

- Weinert B, Timiras PS. Theories of Aging. *J Appl Physiol.* 2003; 95: 1706-16;

- Academy of Nutrition and Dietetics. Food and Nutrition for Older Adults: Promoting Health and Wellness. *J Acad Nutr Diet* 2012; 112:1255-77.

Optional reading:

- Fakhouri TH, Ogden CL, Carroll MD, et al. Prevalence of obesity among older adults in the United States, 2007–2010. NCHS data brief, no 106. Hyattsville, MD: National Center for Health Statistics. 2012.

- Flegal K, Graubard B, Williamson D, Gail M. Cause-specific excess deaths associated with underweight, overweight, and obesity. *J Am Med Assoc.* 2007;298: 2028-2037.

c) The following website is available for your review and reference.

- Website: <http://aspe.hhs.gov/poverty> provides resources for 'Poverty Guidelines, Research, and Measurement'

#### **2. Watch the following TV program:**

PBS TV/web program which is 60 minutes (6 chapters):

'Living Old: Who are the Aging?' [www.pbs.org/wgbh/pages/frontline/livingold/view/](http://www.pbs.org/wgbh/pages/frontline/livingold/view/)

#### **3) Assignment 1: due June 21 by 11:59pm**

### **Week 2 (June 22-28) Nutrient requirements: macronutrients, fluid, vitamins, and minerals**

What are the function and requirements of nutrients for older adults? Does inadequate or excessive intake of certain nutrients exacerbate disease? What about water – function and requirement?

#### **1. Reading assignment:**

a) Text: Chp 3 (Macronutrient and Fluid Requirements), Chp 4 (Vitamin Status and Requirements), and Chp 5 (Mineral Requirements)

b) Website provided for your reference:

<https://fnic.nal.usda.gov/dietary-guidance/dietary-reference-intakes/dri-nutrient-reports>

The Institute of Medicine's Food and Nutrition Board provides the Dietary Reference Intakes (DRI) reports for all the major nutrients.

#### **2. Assignment 2: due June 28 by 11:59pm**

#### **3. Assignment 4: due August 2<sup>nd</sup> by 11:59pm**

### **Week 3 (June 29–July 5) Nutrition Assessment and Pharmacology: Food-drug and Drug-drug Interactions**

What is nutritional status and how is it assessed in older adults? What foods interact with drugs? What is the prevalence of medication use in older adults?

### Week 3 continued

#### 1. Reading Assignment:

a) Text: Chp 7 (Nutritional Assessment) and Chp 17 (Pharmacology, Nutrition and the Older Adult)

b) Articles:

- Mallet L, Spinewine A, Huang A. Prescribing in Elderly People 2: The challenge of managing drug interactions in elderly people. *Lancet* 2007; 185-191

- Qato DM, Alexander GC, Conti RM, Johnson M, Schuman P, Lindau ST. Use of prescription and over-the-counter medications and dietary supplements among older adults in the United States *JAMA* 2008; 300 (24): 2867-2878.

- Nielsen RB, Garasky S, Chatterjee S. Food insecurity and out-of-pocket medical expenditures: competing basic needs? *Fam Consum Sci Res J.* 2010;39:137–151.

2. Final Project due August 7<sup>th</sup> by 11:59 pm. Please allocate time throughout the next several weeks to complete this project: 1) identify and interview an older adult; evaluate and interpret your results according to instructions. .

**Have a Happy (and safe) July 4<sup>th</sup> holiday!**

### Week 4 (July 6-12) Diet, Cardiovascular Disease (CVD), CVD Risk Factors, including Diabetes and Hypertension

Is dietary intake related to the development of CVD and its risk factors? Is it important in managing these conditions? Are dietary supplements adversely related to CVD?

#### 1. Reading Assignment:

a) Text: Chp 9 (Cardiovascular and Respiratory Disease), Chp 11 (Endocrine and Metabolic Alterations)

b) Articles:

- Appel LJ, Brands MW, Daniels SR, Karanja N, Elmer PJ, Sacks FM. Dietary approaches to prevent and treat hypertension. A scientific statement from the American Heart Association. *Hypertension.* 2006; 47: 296-308.

- Mark J Bolland MJ et al. Calcium supplements with or without vitamin D and risk of cardiovascular events: reanalysis of the Women's Health Initiative limited access dataset and meta-analysis. *BMJ* 2011; 342:d2040.

- Swithers SE. Artificial sweeteners produce the counterintuitive effect of inducing metabolic derangements. *Trends in Endocrinology and Metabolism* 2013; 24: 431-441.

#### 2. Quiz 1 due on or before July 12 by 11:59pm

### Week 5 (July 13-19) Cognitive Disorders and Oral Health

Is dietary intake important in maintaining cognitive function? Are oral health and cognitive function related?

a) Text: Chp 12 (Cognitive Disorders) and Chp 13 (Oral Health)

b) Articles:

- Bowman GL, et al. Nutrient biomarker patterns, cognitive function, and MRI measures of brain aging. *Neurology* 2012; 78:241–249.

- Sofia F, Macchic C, Abbateb R, Gensini GF, Casinia A. Effectiveness of the Mediterranean Diet: Can it help delay or prevent Alzheimer's Disease? *J Alzheimer's Disease* 2010; 20: 795–801.

- Paganini-Hill A, White SC, Atchison KA. Dentition, dental health habits, and dementia: The Leisure World Cohort Study. *J Amer Geriatric Soc* 2012; 60: 1556-1563.

## Week 6 (July 20-26) Nutrition, Skeletal Health and Sarcopenia

What do we know about dietary intake and maintaining bone mass or preventing sarcopenia in older adults? What is sarcopenia?

### 1. Reading assignment:

a) Text: Chp 15 (Skeletal Health)

b) Articles:

- Robinson S, Cooper C, Sayer AA. Nutrition and Sarcopenia: A Review of the Evidence and Implications for Preventive Strategies. *J Aging Res* 2012, Article ID 510801, 6 pages

### 2. Assignment 3 due on or before July 26 by 11:59pm

## Week 7 (July 27-August 2) Community Nutrition Services and Program Policies

What is the Older Americans Act (OAA) and what is the U.S. Congress doing to fund these programs? Is it refunded in the current budget year? What programs are included in the OAA? Do older adults utilize these programs?

### 1. Reading assignment:

a) Text: Chapter 6 (Health Promotion and Disease Prevention)

b) Articles:

-American Dietetic Association. Position Paper: Food and Nutrition Programs. *J Am Diet Assoc* 2010; 11: 463-72.

- Nielsen RB, Garasky S, Chatterjee S. Food insecurity and out-of-pocket medical expenditures: competing basic needs? *Fam Consum Sci Res J.* 2010;39:137-51.

c) Website readings:

-Hunger and Obesity: Understanding a Food Insecurity Paradigm," download the PDF at no charge from <http://www.iom.edu/Reports/2011/Hunger-and-Obesity-Understanding-a-Food-Insecurity-Paradigm.aspx>.  
**Read pages 33-50;** SES Disparities Food insecurities and obesity

-<http://www.acl.gov/Programs/Index.aspx#Adults> (Administration for Community Living, Administration on Aging Programs and Activities). Review the material on this website which describes the current programs and activities for the elderly funded by the Older Americans Act.

-Poverty Guidelines, Research, and Measurement <http://aspe.hhs.gov/poverty> Review the material on this website.

### 2. Assignment 4: due August 2 by 11:59pm

## Week 8 (August 3-9) Nutrition and Health Promotion and Cultural Diversity

What factors are important for health promotion in an older population? Does 'one size' fit all?

### 1. Reading assignment

a) Text: Chp 6 (Health Promotion and Disease Prevention)

b) Articles

- O.I. Bermudez. Chapter 20 (1<sup>st</sup> Edition) Diet and Cultural Diversity in Older Adults

- Picture This: Visual Cues Enhance Health Education Messages for People with Low Literacy Skills. *J Am Diet Assoc.* 2010;110:500-505.

- American Dietetic Association Practice Paper. Addressing Racial and Ethnic Health Disparities. *J Am Diet Assoc.* 2011; 111:446-456.
- FROM WEEK 1: Academy of Nutrition and Dietetics. Food and Nutrition for Older Adults: Promoting Health and Wellness. *J Acad Nutr Diet* 2012; 112:1255-77.

c) Website readings

- 2010 or 2015 Dietary Guidelines for Americans (depending on if the 2015 guidelines are accepted): <http://www.cnpp.usda.gov/dietary-guidelines-2010>
- USDA's MyPlate: <http://www.choosemyplate.gov/>
- National Institute Aging: [http://www.nia.nih.gov/sites/default/files/whats\\_on\\_your\\_plate.pdf](http://www.nia.nih.gov/sites/default/files/whats_on_your_plate.pdf)

2. **Quiz 2 due on or before Sunday August 9 by 11:59pm**
3. **Final Project: due on or before Friday, August 7 by 11:59pm**

## VII. Evaluation and Grading

Total Points for the Quizzes, Assignments, and Field Project = 200

### Quizzes

Two quizzes will focus on the major concepts of nutrition and aging: for example, the integration of the concepts of aging physiologically with nutrient needs in health and disease. Further, how does culture and health promotion enter into this picture? What public health programs are available to facilitate healthy aging? Obviously, you will have access to your text and other articles and websites to complete these assignments. (25 points for each quiz x 2 = 50 points)

### Assignments

4 written assignments @ 25 points for each = 100 points

Written Final Project based on an interview with an older adult (65+ years) = 50 points

In this report, you will interview an older person about their dietary intake and other factors to determine nutritional status (nutrition assessment/screening questionnaire); then discuss (synthesize this information and compare to information obtained from class materials) relative to concepts and policies presented in class materials. More details about your Final Project will be posted to Moodle on June 29th.

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

**For additional information, please refer to:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

### **Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

### **Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

### **University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## **VIII. Other Course Information and Policies**

### **Grade Option Change** (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

### **Course Withdrawal:**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

**Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Sexual Harassment:**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

[http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

**Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or [drc@umn.edu](mailto:drc@umn.edu) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

### **The Office of Student Affairs at the University of Minnesota:**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

### **Academic Freedom and Responsibility: *for courses that do not involve students in research:***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

### **Student Academic Success Services (SASS): <http://www.sass.umn.edu>:**

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

*Template update 9/2014*

**Course Schedule at a glance: Assigned reading, homework assignments, quizzes, and the Final Project are due on or before the Due Date (by 11:59 pm).**

The last day of class is August 7<sup>th</sup> – however, I have given you 2 extra days to submit Quiz 2 – due on or before Aug 9<sup>th</sup>.

Please email assignments, quizzes, and final project to [steffen@umn.edu](mailto:steffen@umn.edu)

<b>Week 1</b> <b>6/15-21</b>	<b>Week 2</b> <b>6/22-28</b>	<b>Week 3</b> <b>6/29-7/5</b>	<b>Week 4</b> <b>7/6-12</b>	<b>Week 5</b> <b>7/13--19</b>	<b>Week 6</b> <b>7/20-26</b>	<b>Week 7</b> <b>7/27-8/2</b>	<b>Week 8</b> <b>8/3-9</b>
Chp 1,2,16	Chp 3,4,5	Chp 7,17	Chp 9,11	Chp 12,13	Chp 15	Chp 6	Chp 6
Journal articles, PBS TV, Websites	Journal articles, Website	Journal articles	Journal articles	Journal articles	Journal articles,	Journal articles, Website	Journal articles, Website
Assign 1 6/21	Assign 2 6/28				Assign 3 7/26	Assign 4 8/2	<b>Final Project:</b> <b>*Friday 8/7</b>
			Quiz 1 7/12				<b>Quiz 2</b> <b>*Sunday 8/9</b>