



**UNIVERSITY OF GUAM**  
**COLLEGE OF NATURAL AND APPLIED SCIENCES**  
**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_
- (2) Course: CF 120 Clothing Construction
- (3) Class Meeting: \_\_\_\_\_
- (4) Instructor: \_\_\_\_\_
- (5) Office: \_\_\_\_\_
- (6) Phone: \_\_\_\_\_
- (7) Email: \_\_\_\_\_
- (8) Fax Number: \_\_\_\_\_
- (9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

This course introduces the basic principles of garment construction applied through the use of commercial patterns. Emphasis is on woven fabrics. Elements of design and its application using the principles of design are covered. Lab is included.

**3. COURSE CONTENT:**

- a. Basic principles of clothing construction applied through the use of correct sewing and commercial patterns.
- b. Kinds of fabrics with emphasis on woven ones and common fabric finishes.
- c. Line, color, texture and principles of design as applied to clothing.
- d. The students will work on three (3) sewing projects.

**4. RATIONALE FOR OFFERING COURSE:**

- a. To enable the students to contribute to the improvement and/or maintenance of the wellbeing of individuals, families and communities in Guam, the Western Pacific and the world.
- b. To prepare students to assist family members and others in learning how to make sound decisions related to human, financial and material resources through the application of clothing selection and construction skills.
- c. To prepare students for professional employment and advanced studies in the areas of Consumer and Family Sciences: clothing and textiles, food and nutrition and family resources.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

- a. Students entering this course should have reading, writing, and comprehending basic English language skills.

- b. Students should be familiar with the sewing machine and other sewing tools which they will be using in the laboratory work.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT LEARNING OUTCOMES - SLOs):**

1. As a result of taking this course the learner should be able to demonstrate use of the equipment, tools and supplies for clothing construction, alteration, and repair.
2. As a result of taking this course the learner should be able to identify the common kinds of fabrics used in clothing construction.
3. As a result of taking this course the learner should be able to construct at least one article of clothing.

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

**7. CONCEPTUAL STRUCTURE OF THE COURSE (SEE INSTRUCTOR):**

**8. FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**

**9. TEXTBOOK AND READINGS:**

The required text is Sewing essentials by Singer Company.

**10. ADDITIONAL MATERIALS OR EQUIPMENT (SEE INSTRUCTOR):**

**11. ASSIGNMENTS, TERM PAPERS AND EXAMS (SEE INSTRUCTOR):**

**12. EVALUATION AND GRADES (SEE INSTRUCTOR):**

**13. COURSE POLICIES (SEE INSTRUCTOR):**

**14. SPECIAL NEEDS:**

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

**15. CALENDAR OR SCHEDULE (SEE INSTRUCTOR):**

**16. DROP DATES:**

University policy sets the drop dates. See the semester schedule of courses.

**17. STUDENT WORK LOAD (SEE INSTRUCTOR):**

**18. SUPPLEMENTARY MATERIALS/ADDITIONAL RESOURCES (SEE INSTRUCTOR):**

**19. CONTACT INFORMATION FOR CLASSMATES:**

Exchange contact info with at least one classmate. Contact your classmate(s) if you miss class or if you want to form a study group.

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<sup>2</sup>Program SLOs:

**BA Consumer and Family Sciences goals/objectives include the following:**

1. **GOAL 1:** Acquire a knowledge base in clothing and textiles with the following objectives:

- a. Demonstrate criterion level skills in basic clothing construction.
  - b. Demonstrate criterion level knowledge of fiber and textile materials.
2. **GOAL 2:** Acquire a knowledge base in housing and interior design with the following objectives:
- a. Demonstrate criterion level knowledge and skills in housing decisions in relation to available resources and options.
  - b. Demonstrate criterion level skills in use of housing and interior furnishings and products in meeting specific design needs.
  - c. Demonstrate design ideas through visual presentation.
3. **GOAL 3:** Acquire a knowledge base in family resource management with the following objectives:
- a. Demonstrate criterion level knowledge of family diversity in the global community.
  - b. Demonstrate criterion level knowledge of family resource management processes.
4. **GOAL 4:** Acquire a knowledge base of the community context in which family functioning and development take place with the following objectives:
- a. Demonstrate criterion level knowledge of the effects of context (social, economic, political, historical, & cultural environment) on family functioning & development.
5. **GOAL 5:** Acquire a knowledge base food, nutrition, and health with the following objectives:
- a. Demonstrate criterion level knowledge of the influence of nutrition and health practices across the life span.
  - b. Demonstrate criterion level knowledge & skills to acquire, handle, & use foods to meet nutrition & health needs of individuals & families across the life span.
  - c. Demonstrate criterion level knowledge and skills to evaluate factors that affect food safety, and food production through consumption
6. **GOAL 6:** Acquire professional skills with following objectives:
- a. Demonstrate criterion level skills in written communication.

- b. Demonstrate criterion level skills in oral communication.
  - c. Demonstrate a basic level of computer literacy.
  - d. Demonstrate basic competence in “helping” skills.
  - e. Demonstrate basic research skills.
7. **GOAL 7:** Apply knowledge and professional skills to address issues encountered in professional settings with the following objectives:
- a. Demonstrate critical thinking skills and problem solving abilities.
  - b. Demonstrate commitment to professional values and ethical behavior.
  - c. Demonstrate a satisfactory level of preparation for the world of work and responsibility for continued professional growth.



**UNIVERSITY OF GUAM**  
**COLLEGE OF NATURAL AND APPLIED SCIENCES**  
**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_
- (2) Course: CF 140 Scientific Principles of Food Preparation
- (3) Class Meeting: \_\_\_\_\_
- (4) Instructor: \_\_\_\_\_
- (5) Office: \_\_\_\_\_
- (6) Phone: \_\_\_\_\_
- (7) Email: \_\_\_\_\_
- (8) Fax Number: \_\_\_\_\_
- (9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

This course covers the fundamental processes of food preparation as well as the relationship between scientific principles and cooking procedures. Includes three hours of lecture and three hours of lab weekly Prerequisite: MA085 and EN085.

**3. COURSE CONTENT:**

- a. Identify the major nutrients that individuals need for the growth, maintenance, and repair of cells, and give examples of foods rich in those nutrients.
- b. Describe the difference between food-borne illness and food-borne intoxication, and list the major contributors to both.
- c. Identify and define the different heat sources for food preparation.
- d. Describe the basic pieces of food preparation equipment and the criteria for the selection of equipment; and demonstrate the basic food preparation concepts such as cutlery techniques, measuring, and mixing techniques, as well as seasoning.
- e. Explain the nutritional contribution of the following foods in the diet; and demonstrate ability to prepare at least one recipe for: fats & oils, vegetables, salads, fruits, sugar, starches, legumes, grains, quick breads, yeast breads, cakes, cookies, pastries, milk & cheese, eggs & foams, meats, poultry & seafood, and beverages.

**4. RATIONALE FOR OFFERING COURSE:**

This course introduces students to the basic theories and concepts of nutrition and food preparation. This course is designed for students pursuing a degree in consumer and family science or other health field. Lectures provide the theoretical background needed to conduct the laboratory exercises. Safe and appropriate use of food preparation and preservation equipment and appliances is included in the course.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

Some background in science and math will be helpful in expanding the student's understanding and will ease his or her grasp of basic principles of food preparation.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT LEARNING OUTCOMES - SLOs):**

1. As a result of taking this course the learner should be able to describe the difference between food-borne illness and food-borne intoxication, and list the major contributors to both.
2. As a result of taking this course the learner should be able to demonstrate the basic food preparation concepts such as cutlery techniques, measuring, and mixing techniques, as well as seasoning.
3. As a result of taking this course the learner should be able to explain the nutritional contribution of vegetables; and demonstrate ability to prepare at least one recipe for vegetables.
4. As a result of taking this course the learner should be able to explain the nutritional contribution of starches.
5. As a result of taking this course the learner should be able to explain the nutritional contribution of meats.

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

**7. CONCEPTUAL STRUCTURE OF THE COURSE (SEE INSTRUCTOR):**

**8. FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**

**9. TEXTBOOK AND READINGS:**

(See Instructor)

**10. ADDITIONAL MATERIALS OR EQUIPMENT (SEE INSTRUCTOR):**

**11. ASSIGNMENTS, TERM PAPERS AND EXAMS (SEE INSTRUCTOR):**

**12. EVALUATION AND GRADES (SEE INSTRUCTOR):**

**13. COURSE POLICIES (SEE INSTRUCTOR):**

**14. SPECIAL NEEDS:**

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**15. CALENDAR OR SCHEDULE (SEE INSTRUCTOR):**

**16. DROP DATES:**

University policy sets the drop dates. See the semester schedule of courses.

**17. STUDENT WORK LOAD (SEE INSTRUCTOR):**

**18. SUPPLEMENTARY MATERIALS/ADDITIONAL RESOURCES (SEE INSTRUCTOR):**

**19. CONTACT INFORMATION FOR CLASSMATES:**

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  - a. Demonstrate criterion level knowledge and skills in housing decisions in relation to available resources and options.
  - b. Demonstrate criterion level skills in use of housing and interior furnishings and products in meeting specific design needs.
  - c. Demonstrate design ideas through visual presentation.
3. **GOAL 3:** Acquire a knowledge base in family resource management with the following objectives:
  - a. Demonstrate criterion level knowledge of family diversity in the global community.
  - b. Demonstrate criterion level knowledge of family resource management processes.
4. **GOAL 4:** Acquire a knowledge base of the community context in which family functioning and development take place with the following objectives:
  - a. Demonstrate criterion level knowledge of the effects of context (social, economic, political, historical, & cultural environment) on family functioning & development.
5. **GOAL 5:** Acquire a knowledge base food, nutrition, and health with the following objectives:

- a. Demonstrate criterion level knowledge of the influence of nutrition and health practices across the life span.
  - b. Demonstrate criterion level knowledge & skills to acquire, handle, & use foods to meet nutrition & health needs of individuals & families across the life span.
  - c. Demonstrate criterion level knowledge and skills to evaluate factors that affect food safety, and food production through consumption
6. **GOAL 6:** Acquire professional skills with following objectives:
- a. Demonstrate criterion level skills in written communication.
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  - c. Demonstrate a basic level of computer literacy.
  - d. Demonstrate basic competence in “helping” skills.
  - e. Demonstrate basic research skills.
7. **GOAL 7:** Apply knowledge and professional skills to address issues encountered in professional settings with the following objectives:
- a. Demonstrate critical thinking skills and problem solving abilities.
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**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_
- (2) Course: CF 230 Nutrition and Health
- (3) Class Meeting: \_\_\_\_\_
- (4) Instructor: \_\_\_\_\_
- (5) Office: \_\_\_\_\_
- (6) Phone: \_\_\_\_\_
- (7) Email: \_\_\_\_\_
- (8) Fax Number: \_\_\_\_\_
- (9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

This course introduces basic principles of nutrition, including nutrients, food sources for nutrients, and the essentials of a good diet. Applied nutrition and the study of nutrition problems in health are studied.

**3. COURSE CONTENT:**

- A. Basic chemistry, metabolism, action in the body,
- B. Health benefits,
- C. Food sources of each of the energy producing nutrients,
- D. Vitamins and minerals,
- E. Dietary planning, weight control, and life-cycle nutritional needs,
- F. Nutritional analysis of the students' own diet and keep a folder of assignments as part of the course.

**4. RATIONALE FOR OFFERING COURSE:**

The rationale for the course is to provide students with introductory nutrition principles. This course is the foundation for all of the upper division courses offered in the Consumer and Family Sciences unit.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

The student must have good reading skills. There are no prerequisites, but it is helpful if the student has had biology, zoology, and/or chemistry.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT**

**LEARNING OUTCOMES - SLOs):**

1. As a result of taking this course the learner should be able to identify the major nutrients that individuals need for the growth, maintenance, and repair of cells, and give examples of foods rich in those nutrients.
2. As a result of taking this course the learner should be able to calculate energy expenditure in kcalories per day for an individual given their height, weight and activity level.
3. As a result of taking this course the learner should be able to identify the four sources of food energy for the human body and explain how energy balance is maintained.
4. As a result of taking this course the learner should be able to describe an individual's nutritional needs at various stages of the life cycle.

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

7. **CONCEPTUAL STRUCTURE OF THE COURSE (SEE INSTRUCTOR):**
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(See Instructor)
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**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_
- (2) Course: CF 231 Human Nutrition for Health Professionals
- (3) Class Meeting: \_\_\_\_\_
- (4) Instructor: \_\_\_\_\_
- (5) Office: \_\_\_\_\_
- (6) Phone: \_\_\_\_\_
- (7) Email: \_\_\_\_\_
- (8) Fax Number: \_\_\_\_\_
- (9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

This course examines the relationship between nutrition and disease. The action of nutrients in the body, methods of nutritional assessment, and nutrient content of different foods are discussed. Emphasis is placed on diets appropriate for individuals who already have a disease.

**3. COURSE CONTENT:**

- A. The relationships of nutrients during the course of disease.
- B. Overview of the digestion, absorption and metabolism of the nutrients in foods and nutrition in the life cycle and diet therapy.
- C. Nutrition assessment and nutritional care in disease.

**4. RATIONALE FOR OFFERING COURSE:**

The course will provide health professionals with a nutrition background that gives basic working knowledge of the role of nutrition in human health and disease. The focus of the course will be more clinical than the Nutrition and Health course.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

There are no prerequisites for this course, but it is helpful if the student has had courses in chemistry, anatomy and physiology.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT LEARNING OUTCOMES - SLOs):**



1. As a result of taking this course the learner should be able to identify the major nutrients that individuals need for the growth, maintenance, and repair of cells, and give examples of foods rich in those nutrients.
2. As a result of taking this course the learner should be able to explain the primary functions and list the major food sources for: carbohydrates, proteins, fats, water, water-soluble vitamins, fat-soluble vitamins, macro-minerals, and trace minerals.
3. As a result of taking this course the learner should be able to describe the components to consider when planning long-term dietary interventions for various health/disease conditions.
4. As a result of taking this course the learner should be able to explain the ways in which diet contributes to prevention and management of various disease states, including: heart disease, hypertension, diabetes, gout, cancer, obesity, kidney disease, and liver disease.

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8. **FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**
9. **TEXTBOOK AND READINGS:**  
(See Instructor)
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**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_
- (2) Course: CF 309 Prevention Programming for Youth at Risk
- (3) Class Meeting: \_\_\_\_\_
- (4) Instructor: \_\_\_\_\_
- (5) Office: \_\_\_\_\_
- (6) Phone: \_\_\_\_\_
- (7) Email: \_\_\_\_\_
- (8) Fax Number: \_\_\_\_\_
- (9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

This course presents an overview of methods for practitioners' use to help prevent problems experienced by youth such as drug and alcohol abuse, teen pregnancy, sexually transmitted disease, suicide and school drop out. The approach to prevention includes the application of principles from human development, sociology, psychology, social work and education. Individual, family, school and community factors are considered to assess current issues for program development in Micronesia and Guam. Prerequisite: PY101 or SO101 or consent of instructor.

**3. COURSE CONTENT:**

- a. At Risk - Definition;
- b. Elements of Youth at Risk;
- c. Drug and Alcohol Abuse;
- d. Dysfunctional Families;
- e. Low Self Esteem;
- f. Teen Pregnancy AIDS and Sexually Transmitted Disease;
- g. Suicide;
- h. Gangs;
- i. School Drop Outs;
- j. Risk and Preventive Factors;
- k. Individual, Peer, Family, School and Community;
- l. Effective Programs: Characteristics, Target Audiences, Methodology, Results and Evaluation.

**4. RATIONALE FOR OFFERING COURSE:**

Professionals who currently work with youth have requested in-service training in the prevention of the problems experienced by youth. Pre-professional training of students will reduce the need for extensive in service training later. Students going into careers working with youth need to know this information in order to assist in establishing effective programs for youth at risk for future problems.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

Prerequisite PY101 or SO101 or consent of instructor. Students should have good reading I comprehension, writing skills and an interest in youth and youth problems.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT LEARNING OUTCOMES - SLOs):**

1. As a result of taking this course the learner should able to define the term “Youth at Risk” and identify causal factors that contribute to risk behaviors.
2. As a result of taking this course the learner should be able to distinguish and understand the differences between intervention, prevention and crisis management for youth at risk.
3. As a result of taking this course the learner should be able to explore the consequences of risk behavior/factors contributing to individuals, families and community dysfunctions.
4. As a result of taking this course the learner should be able to learn, understand, and apply the use of “Logic Model” in program development for youth at risk.
5. As a result of taking this course the learner should be able to explain the “Experiential Learning Model” and develop a youth at risk program that is developmentally appropriate for age group.

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

**7. CONCEPTUAL STRUCTURE OF THE COURSE (SEE INSTRUCTOR):**

**8. FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**

**9. TEXTBOOK AND READINGS:**

(See Instructor)

**10. ADDITIONAL MATERIALS OR EQUIPMENT (SEE INSTRUCTOR):**

**11. ASSIGNMENTS, TERM PAPERS AND EXAMS (SEE INSTRUCTOR):**

**12. EVALUATION AND GRADES (SEE INSTRUCTOR):**

**13. COURSE POLICIES (SEE INSTRUCTOR):**

**14. SPECIAL NEEDS:**

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**15. CALENDAR OR SCHEDULE (SEE INSTRUCTOR):**

**16. DROP DATES:**

University policy sets the drop dates. See the semester schedule of courses.

**17. STUDENT WORK LOAD (SEE INSTRUCTOR):**

**18. SUPPLEMENTARY MATERIALS/ADDITIONAL RESOURCES (SEE INSTRUCTOR):**

**19. CONTACT INFORMATION FOR CLASSMATES:**

Exchange contact info with at least one classmate. Contact your classmate(s) if you miss class or if you want to form a study group.

<sup>1</sup>**BASED ON DR. BARBARA GROSS DAVIS, UC BERKELEY MODEL “CREATING A SYLLABUS”.** From the hard copy book *Tools for Teaching* by Barbara Gross Davis; [Jossey-Bass](#) Publishers: San Francisco, 1993. Linking to this book chapter from other websites is permissible. However, the contents of this chapter may not be copied, printed, or distributed in hard copy form without permission. For a more detailed explanation on each numbered section of the syllabus, please visit: <http://teaching.berkeley.edu/bgd/syllabus.html>.

<sup>2</sup>Program SLOs:

**BA Consumer and Family Sciences goals/objectives include the following:**

1. **GOAL 1:** Acquire a knowledge base in clothing and textiles with the following objectives:
  - a. Demonstrate criterion level skills in basic clothing construction.
  - b. Demonstrate criterion level knowledge of fiber and textile materials.
2. **GOAL 2:** Acquire a knowledge base in housing and interior design with the following objectives:
  - a. Demonstrate criterion level knowledge and skills in housing decisions in relation to available resources and options.
  - b. Demonstrate criterion level skills in use of housing and interior furnishings and products in meeting specific design needs.
  - c. Demonstrate design ideas through visual presentation.
3. **GOAL 3:** Acquire a knowledge base in family resource management with the following objectives:
  - a. Demonstrate criterion level knowledge of family diversity in the global community.
  - b. Demonstrate criterion level knowledge of family resource management processes.
4. **GOAL 4:** Acquire a knowledge base of the community context in which family functioning and development take place with the following objectives:



- a. Demonstrate criterion level knowledge of the effects of context (social, economic, political, historical, & cultural environment) on family functioning & development.
5. **GOAL 5:** Acquire a knowledge base food, nutrition, and health with the following objectives:
    - a. Demonstrate criterion level knowledge of the influence of nutrition and health practices across the life span.
    - b. Demonstrate criterion level knowledge & skills to acquire, handle, & use foods to meet nutrition & health needs of individuals & families across the life span.
    - c. Demonstrate criterion level knowledge and skills to evaluate factors that affect food safety, and food production through consumption
6. **GOAL 6:** Acquire professional skills with following objectives:
    - a. Demonstrate criterion level skills in written communication.
    - b. Demonstrate criterion level skills in oral communication.
    - c. Demonstrate a basic level of computer literacy.
    - d. Demonstrate basic competence in “helping” skills.
    - e. Demonstrate basic research skills.
7. **GOAL 7:** Apply knowledge and professional skills to address issues encountered in professional settings with the following objectives:
    - a. Demonstrate critical thinking skills and problem solving abilities.
    - b. Demonstrate commitment to professional values and ethical behavior.
    - c. Demonstrate a satisfactory level of preparation for the world of work and responsibility for continued professional growth.



**UNIVERSITY OF GUAM**  
**COLLEGE OF NATURAL AND APPLIED SCIENCES**  
**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_
- (2) Course: CF 315 Interior Design \_\_\_\_\_
- (3) Class Meeting: \_\_\_\_\_
- (4) Instructor: \_\_\_\_\_
- (5) Office: \_\_\_\_\_
- (6) Phone: \_\_\_\_\_
- (7) Email: \_\_\_\_\_
- (8) Fax Number: \_\_\_\_\_
- (9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

This course examines the influences of historic designs in housing and furnishing upon today's culture, customs, and styles. Today's home and its furnishings from the standpoint of comfort, beauty, convenience, economy, lifestyle, and cultural influences are examined.

**3. COURSE CONTENT:**

The course study includes the elements and principles of design as it is applied in interiors, changes in housing and furnishings as they are influenced by culture, customs, and styles; period furniture; and proper treatment of backgrounds- walls, ceilings, floors, windows. A practicum on how to execute one's plan for a particular room will be the culminating activity of the study.

**4. RATIONALE FOR OFFERING COURSE:**

Interior design is an important course for the fulfillment of the Home Economics program objectives are:

- A. to enable the students to contribute to the improvement and/or maintenance of the well being of the individuals, families, and communities in Guam, the Western Pacific, and the world;
- B. to prepare students to assist family members and others in learning how to make sound decisions related to human, financial, and material resources with regards to interior designing;
- C. to prepare students for professional employment and advanced studies in the areas of Home Economics or other related disciplines.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

Since it is an entrance course in the area of interior design no particular knowledge or skills are expected.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT LEARNING OUTCOMES - SLOs):**

1. As a result of taking this course the learner should be able to evaluate the use of housing and interior furnishings and products in meeting specific design and family needs.
2. As a result of taking this course the learner should be able to demonstrate space planning skills required for the housing, interiors, and furnishing industry.
3. As a result of taking this course the learner should be able to demonstrate design ideas through visual presentation and practicum.
4. As a result of taking this course the learner should be able to analyze influences on architectural and furniture design and development.

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

**7. CONCEPTUAL STRUCTURE OF THE COURSE (SEE INSTRUCTOR):**

**8. FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**

**9. TEXTBOOK AND READINGS:**

(See Instructor)

**10. ADDITIONAL MATERIALS OR EQUIPMENT (SEE INSTRUCTOR):**

**11. ASSIGNMENTS, TERM PAPERS AND EXAMS (SEE INSTRUCTOR):**

**12. EVALUATION AND GRADES (SEE INSTRUCTOR):**

**13. COURSE POLICIES (SEE INSTRUCTOR):**

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

**15. CALENDAR OR SCHEDULE (SEE INSTRUCTOR):**

**16. DROP DATES:**

University policy sets the drop dates. See the semester schedule of courses.

**17. STUDENT WORK LOAD (SEE INSTRUCTOR):**

**18. SUPPLEMENTARY MATERIALS/ADDITIONAL RESOURCES (SEE INSTRUCTOR):**

**19. CONTACT INFORMATION FOR CLASSMATES:**

Exchange contact info with at least one classmate. Contact your classmate(s) if you miss class or if you want to form a study group.

<sup>1</sup>**BASED ON DR. BARBARA GROSS DAVIS, UC BERKELEY MODEL “CREATING A SYLLABUS”.** From the hard copy book *Tools for Teaching* by Barbara Gross Davis; [Jossey-Bass](#) Publishers: San Francisco, 1993. Linking to this book chapter from other websites is permissible. However, the contents of this chapter may not be copied, printed, or distributed in hard copy form without permission. For a more detailed explanation on each numbered section of the syllabus, please visit: <http://teaching.berkeley.edu/bgd/syllabus.html>.

<sup>2</sup>Program SLOs:

**BA Consumer and Family Sciences goals/objectives include the following:**

1. **GOAL 1:** Acquire a knowledge base in clothing and textiles with the following objectives:
  - a. Demonstrate criterion level skills in basic clothing construction.
  - b. Demonstrate criterion level knowledge of fiber and textile materials.
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  - a. Demonstrate criterion level knowledge and skills in housing decisions in relation to available resources and options.
  - b. Demonstrate criterion level skills in use of housing and interior furnishings and products in meeting specific design needs.
  - c. Demonstrate design ideas through visual presentation.
3. **GOAL 3:** Acquire a knowledge base in family resource management with the following objectives:
  - a. Demonstrate criterion level knowledge of family diversity in the global community.
  - b. Demonstrate criterion level knowledge of family resource management processes.
4. **GOAL 4:** Acquire a knowledge base of the community context in which family functioning and development take place with the following objectives:
  - a. Demonstrate criterion level knowledge of the effects of context (social, economic, political, historical, & cultural environment) on family functioning & development.
5. **GOAL 5:** Acquire a knowledge base food, nutrition, and health with the following objectives:
  - a. Demonstrate criterion level knowledge of the influence of nutrition and health practices across the life span.
  - b. Demonstrate criterion level knowledge & skills to acquire, handle, & use foods to meet nutrition & health needs of individuals & families across the life span.

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- a. Demonstrate criterion level skills in written communication.
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  - c. Demonstrate a basic level of computer literacy.
  - d. Demonstrate basic competence in “helping” skills.
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**UNIVERSITY OF GUAM**  
**COLLEGE OF NATURAL AND APPLIED SCIENCES**  
**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_
- (2) Course: CF 325 Textiles \_\_\_\_\_
- (3) Class Meeting: \_\_\_\_\_
- (4) Instructor: \_\_\_\_\_
- (5) Office: \_\_\_\_\_
- (6) Phone: \_\_\_\_\_
- (7) Email: \_\_\_\_\_
- (8) Fax Number: \_\_\_\_\_
- (9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

This course studies fiber, yarn, fabric structures, and finishes as these relate to personal, household, and industrial uses. The properties of natural and man-made textiles, the process of yarn construction and textile manufacture, and consumer information are covered. Three hours of lecture and three hours of laboratory are held weekly.

**3. COURSE CONTENT:**

- A. Introduction: What are Textiles?
- B. The Properties of Textile Fibers
- C. Consumer Usage and Government Regulations of Textiles Products
- D. Natural Fibers
- E. Man-made Fibers
- F. Yarn Construction and Classification
- G. Fabric Construction
- H. Finishes on Textiles
- I. Dyeing and Printing
- J. Care of Textiles Products

**4. RATIONALE FOR OFFERING COURSE:**

- a. To enable the student to contribute to the improvement and/or maintenance of the wellbeing of individuals and families in Guam, the Western Pacific, and the world.
- b. To prepare students to assist family members and others in learning how to make sound decisions related to environmental protection, and human, financial, and material resources.

- c. To prepare students for professional employment and advanced studies in fashion merchandising.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

The student's entering background should include:

- basic knowledge of English terms for textiles and their properties;
- basic knowledge of the process in which government regulations become binding and legal in the United States of America.

The student's entering skills must include the ability to:

- read and understand labels written in English;
- conduct simple experiments in a label;
- synthesize and classify physical and chemical information;
- summarize the contents of written reports.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT LEARNING OUTCOMES - SLOs):**

1. As a result of taking this course the learner should be able to select appropriate terminology for identifying, comparing, and analyzing the most common generic textiles fibers.
2. As a result of taking this course the learner should be able to determine performance characteristics of fiber and textiles.
3. As a result of taking this course the learner should be able to select appropriate procedures for care of textiles products.
4. As a result of taking this course the learner should be able to describe the ways in which fabric, texture, and pattern can affect visual appearance.
5. As a result of taking this course, the learner will be able to describe and identify the environmental impact of the textile industry.

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

**7. CONCEPTUAL STRUCTURE OF THE COURSE (SEE INSTRUCTOR):**

**8. FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**

**9. TEXTBOOK AND READINGS:**

(See Instructor)



**10. ADDITIONAL MATERIALS OR EQUIPMENT (SEE INSTRUCTOR):**

**11. ASSIGNMENTS, TERM PAPERS AND EXAMS (SEE INSTRUCTOR):**

**12. EVALUATION AND GRADES (SEE INSTRUCTOR):**

**13. COURSE POLICIES (SEE INSTRUCTOR):**

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**15. CALENDAR OR SCHEDULE (SEE INSTRUCTOR):**

**16. DROP DATES:**

University policy sets the drop dates. See the semester schedule of courses.

**17. STUDENT WORK LOAD (SEE INSTRUCTOR):**

**18. SUPPLEMENTARY MATERIALS/ADDITIONAL RESOURCES (SEE INSTRUCTOR):**

## 19. CONTACT INFORMATION FOR CLASSMATES:

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<sup>2</sup>Program SLOs:

**BA Consumer and Family Sciences goals/objectives include the following:**

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  - a. Demonstrate criterion level knowledge and skills in housing decisions in relation to available resources and options.
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  - c. Demonstrate design ideas through visual presentation.
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  - a. Demonstrate criterion level knowledge of family diversity in the global community.
  - b. Demonstrate criterion level knowledge of family resource management processes.
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**UNIVERSITY OF GUAM**  
**COLLEGE OF NATURAL AND APPLIED SCIENCES**  
**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_
- (2) Course: CF 339 Community Nutrition
- (3) Class Meeting: \_\_\_\_\_
- (4) Instructor: \_\_\_\_\_
- (5) Office: \_\_\_\_\_
- (6) Phone: \_\_\_\_\_
- (7) Email: \_\_\_\_\_
- (8) Fax Number: \_\_\_\_\_
- (9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

This course integrates concepts of education and nutrition. It is designed for the student who wants a broad-based understanding of the strategies that can be used to educate groups or individuals about concepts of nutrition. Prerequisites: CF230, or CF231 and ED300 or consent of instructor.

**3. COURSE CONTENT:**

The materials, methods and programs that are appropriate for nutrition education are explored in this course. This course is designed to prepare the student to recognize sources of valid nutrition information; to locate appropriate nutrition resources that are currently available, both locally, nationally and internationally; and to develop factually correct as well as appropriate nutrition education materials for use in different educational settings and with a variety of target audiences.

**4. RATIONALE FOR OFFERING COURSE:**

The rationale for this course is to develop student's critical thinking and writing abilities in the use of nutrition education materials. This course extends the concepts introduced in CF 230 Nutrition and Health.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

Prerequisites for CF 339 are CF 230 or CF 231, and ED 300 or consent of instructor. Students should have good reading skill and be willing to work in groups.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT**

**LEARNING OUTCOMES - SLOs):**

1. As a result of taking this course the learner should be able to define community nutrition, discuss its complexity and enumerate the steps involved in producing community nutrition programs.
2. As a result of taking this course the learner should be able to discuss the nutritional status of the U.S. population, as well as the various national guidelines that have been developed to address health-related issues.
3. As a result of taking this course the learner should be able to describe nutrition education strategies with regards to a variety of target audiences, e.g., women with infants, school-aged children, adults, elderly, primary/group care, high-risk groups.
4. As a result of taking this course the learner should be able to develop and demonstrate effective oral and written techniques for conveying nutrition information.
5. As a result of taking this course the learner should be able to describe the entire community nutrition process and identify who should be involved at each step of the process.

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

7. **CONCEPTUAL STRUCTURE OF THE COURSE (SEE INSTRUCTOR):**
8. **FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**
9. **TEXTBOOK AND READINGS:**  
(See Instructor)
10. **ADDITIONAL MATERIALS OR EQUIPMENT (SEE INSTRUCTOR):**
11. **ASSIGNMENTS, TERM PAPERS AND EXAMS (SEE INSTRUCTOR):**
12. **EVALUATION AND GRADES (SEE INSTRUCTOR):**
13. **COURSE POLICIES (SEE INSTRUCTOR):**

**14. SPECIAL NEEDS:**

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**15. CALENDAR OR SCHEDULE (SEE INSTRUCTOR):**

**16. DROP DATES:**

University policy sets the drop dates. See the semester schedule of courses.

**17. STUDENT WORK LOAD (SEE INSTRUCTOR):**

**18. SUPPLEMENTARY MATERIALS/ADDITIONAL RESOURCES (SEE INSTRUCTOR):**

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<sup>2</sup>Program SLOs:

**BA Consumer and Family Sciences goals/objectives include the following:**

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**COLLEGE OF NATURAL AND APPLIED SCIENCES**  
**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_
- (2) Course: CF 342 Food Safety and Sanitation
- (3) Class Meeting: \_\_\_\_\_
- (4) Instructor: \_\_\_\_\_
- (5) Office: \_\_\_\_\_
- (6) Phone: \_\_\_\_\_
- (7) Email: \_\_\_\_\_
- (8) Fax Number: \_\_\_\_\_
- (9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

The factors underlying food borne illness are studied. Causative agents and the reasons for their presence and multiplication in foods are identified. Food safety and sanitation practices are fully examined. Prerequisites: BI157-157L and BI158-158L, or BI124-124L and BI125- 125L or consent of instructor. BI225 is recommended.

**3. COURSE CONTENT:**

- a. Sanitation and Health
- b. Serving Sanitary Food
- c. The Sanitary and Safe Food Environment
- d. Managing a Sanitary and Safe Food Service

The following six general topics will be covered and discussed in the Foodborne Disease Control studies: 1) Foodservice sanitation and the microworld; 2) Contamination and foodborne illness; 3) Safe foodhandling from receipt to service; 4) Cleanliness and sanitation; 5) Pest control and safety management; 6) Sanitation management

**4. RATIONALE FOR OFFERING COURSE:**

In general, foodborne disease control course will promote safe food handling and storage throughout the semester and after the successful completion of the course.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

Prerequisites: CF 230, BI 101a, b or consent of instructor. BI 225 is strongly recommended.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT LEARNING OUTCOMES - SLOs):**

1. Identify foodborne hazards;
2. Control risk factors to prevent foodborne illness;
3. Apply proper food handling procedures;
4. Define the HACCP system as a food protection tool in food establishments;
5. Operate cleaning and sanitizing;
6. Design food safety programs in food establishments;
7. Recognize the importance of facilities, environmental sanitation, and crisis management;
8. Educate food safety to others; and
9. Recognize the role of Government and food industry in food safety.

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

**7. CONCEPTUAL STRUCTURE OF THE COURSE (SEE INSTRUCTOR):**

**8. FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**

**9. TEXTBOOK AND READINGS:**

(See Instructor)

**10. ADDITIONAL MATERIALS OR EQUIPMENT (SEE INSTRUCTOR):**

**11. ASSIGNMENTS, TERM PAPERS AND EXAMS (SEE INSTRUCTOR):**

**12. EVALUATION AND GRADES (SEE INSTRUCTOR):**

**13. COURSE POLICIES (SEE INSTRUCTOR):**

**14. SPECIAL NEEDS:**

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**15. CALENDAR OR SCHEDULE (SEE INSTRUCTOR):**

**16. DROP DATES:**

University policy sets the drop dates. See the semester schedule of courses.

**17. STUDENT WORK LOAD (SEE INSTRUCTOR):**

**18. SUPPLEMENTARY MATERIALS/ADDITIONAL RESOURCES (SEE INSTRUCTOR):**

**19. CONTACT INFORMATION FOR CLASSMATES:**

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<sup>2</sup>Program SLOs:

**BA Consumer and Family Sciences goals/objectives include the following:**

1. **GOAL 1:** Acquire a knowledge base in clothing and textiles with the following objectives:
  - a. Demonstrate criterion level skills in basic clothing construction.
  - b. Demonstrate criterion level knowledge of fiber and textile materials.
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  - a. Demonstrate criterion level knowledge and skills in housing decisions in relation to available resources and options.
  - b. Demonstrate criterion level skills in use of housing and interior furnishings and products in meeting specific design needs.
  - c. Demonstrate design ideas through visual presentation.
3. **GOAL 3:** Acquire a knowledge base in family resource management with the following objectives:
  - a. Demonstrate criterion level knowledge of family diversity in the global community.
  - b. Demonstrate criterion level knowledge of family resource management processes.
4. **GOAL 4:** Acquire a knowledge base of the community context in which family functioning and development take place with the following objectives:
  - a. Demonstrate criterion level knowledge of the effects of context (social, economic, political, historical, & cultural environment) on family functioning & development.
5. **GOAL 5:** Acquire a knowledge base food, nutrition, and health with the following objectives:
  - a. Demonstrate criterion level knowledge of the influence of nutrition and health practices across the life span.
  - b. Demonstrate criterion level knowledge & skills to acquire, handle, & use foods to meet nutrition & health needs of individuals & families across the life span.

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6. **GOAL 6:** Acquire professional skills with following objectives:
- a. Demonstrate criterion level skills in written communication.
  - b. Demonstrate criterion level skills in oral communication.
  - c. Demonstrate a basic level of computer literacy.
  - d. Demonstrate basic competence in “helping” skills.
  - e. Demonstrate basic research skills.
7. **GOAL 7:** Apply knowledge and professional skills to address issues encountered in professional settings with the following objectives:
- a. Demonstrate critical thinking skills and problem solving abilities.
  - b. Demonstrate commitment to professional values and ethical behavior.
  - c. Demonstrate a satisfactory level of preparation for the world of work and responsibility for continued professional growth.



**UNIVERSITY OF GUAM**  
**COLLEGE OF NATURAL AND APPLIED SCIENCES**  
**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_
- (2) Course: CF 430 Nutrition Throughout the Lifespan
- (3) Class Meeting: \_\_\_\_\_
- (4) Instructor: \_\_\_\_\_
- (5) Office: \_\_\_\_\_
- (6) Phone: \_\_\_\_\_
- (7) Email: \_\_\_\_\_
- (8) Fax Number: \_\_\_\_\_
- (9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

The nutritional requirements and food needs of three different life span stages are examined. The stages include: (1) pregnancy and infancy, (2) early childhood and adolescence, and (3) adulthood and aging. Emphasis is placed on the special demands the various lifecycle stages impose on normal nutrition. Prerequisite: CF230 or CF231 or, consent of instructor.

**3. COURSE CONTENT:**

Nutritional requirements during the major lifespan phases will be considered. 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 nutritional status of the elderly will be examined.

**4. RATIONALE FOR OFFERING COURSE:**

This course extends the concepts introduced in CF 230 Nutrition and Health. 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 the well-being of individuals, families and communities and to prepare for professional

employment and advanced studies in the areas of Consumer and Family Sciences or other related disciplines will benefit.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

Upper division standing, prerequisite CF 230 or CF 231. Good reading and writing skills. Students will be assigned a computerized analysis project thus experience with a computer will be helpful, but not essential.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT LEARNING OUTCOMES - SLOs):**

1. As a result of taking this course the learner should be able to apply practical use of nutritional requirements during the life cycle stages into effective strategies/recommendations for individuals
2. As a result of taking this course the learner should be able to describe physiological changes affecting nutrient utilization during pregnancy, infancy, childhood, adolescence and aging.
3. As a result of taking this course the learner should be able to describe the growing problem of obesity and chronic diseases; identify factors contributing to the prevention and treatment of these health conditions.
4. As a result of taking this course the learner should be able to recommend appropriate dietary interventions for the most common problems arising in pregnancy, infancy, childhood, adolescence, and adulthood.
5. As a result of taking this course the learner should be able to describe age-associated physiological system changes and their impact on nutritional health; then using the MyPyramid food guide, recommend dietary modifications for adults who wish to decrease their risk of chronic disease.

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

**7. CONCEPTUAL STRUCTURE OF THE COURSE (SEE INSTRUCTOR):**

**8. FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**

**9. TEXTBOOK AND READINGS:**

(See Instructor)

**10. ADDITIONAL MATERIALS OR EQUIPMENT (SEE INSTRUCTOR):**

**11. ASSIGNMENTS, TERM PAPERS AND EXAMS (SEE INSTRUCTOR):**

**12. EVALUATION AND GRADES (SEE INSTRUCTOR):**

**13. COURSE POLICIES (SEE INSTRUCTOR):**

**14. SPECIAL NEEDS:**

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**15. CALENDAR OR SCHEDULE (SEE INSTRUCTOR):**

**16. DROP DATES:**

University policy sets the drop dates. See the semester schedule of courses.

**17. STUDENT WORK LOAD (SEE INSTRUCTOR):**

**18. SUPPLEMENTARY MATERIALS/ADDITIONAL RESOURCES (SEE INSTRUCTOR):**

**19. CONTACT INFORMATION FOR CLASSMATES:**



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2. **GOAL 2:** Acquire a knowledge base in housing and interior design with the following objectives:
  - a. Demonstrate criterion level knowledge and skills in housing decisions in relation to available resources and options.
  - b. Demonstrate criterion level skills in use of housing and interior furnishings and products in meeting specific design needs.
  - c. Demonstrate design ideas through visual presentation.
3. **GOAL 3:** Acquire a knowledge base in family resource management with the following objectives:
  - a. Demonstrate criterion level knowledge of family diversity in the global community.
  - b. Demonstrate criterion level knowledge of family resource management processes.
4. **GOAL 4:** Acquire a knowledge base of the community context in which family functioning and development take place with the following objectives:

- a. Demonstrate criterion level knowledge of the effects of context (social, economic, political, historical, & cultural environment) on family functioning & development.
5. **GOAL 5:** Acquire a knowledge base food, nutrition, and health with the following objectives:
    - a. Demonstrate criterion level knowledge of the influence of nutrition and health practices across the life span.
    - b. Demonstrate criterion level knowledge & skills to acquire, handle, & use foods to meet nutrition & health needs of individuals & families across the life span.
    - c. Demonstrate criterion level knowledge and skills to evaluate factors that affect food safety, and food production through consumption
6. **GOAL 6:** Acquire professional skills with following objectives:
    - a. Demonstrate criterion level skills in written communication.
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    - c. Demonstrate a basic level of computer literacy.
    - d. Demonstrate basic competence in “helping” skills.
    - e. Demonstrate basic research skills.
7. **GOAL 7:** Apply knowledge and professional skills to address issues encountered in professional settings with the following objectives:
    - a. Demonstrate critical thinking skills and problem solving abilities.
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**UNIVERSITY OF GUAM**  
**COLLEGE OF NATURAL AND APPLIED SCIENCES**  
**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_
- (2) Course: CF 435 Sports Nutrition
- (3) Class Meeting: \_\_\_\_\_
- (4) Instructor: \_\_\_\_\_
- (5) Office: \_\_\_\_\_
- (6) Phone: \_\_\_\_\_
- (7) Email: \_\_\_\_\_
- (8) Fax Number: \_\_\_\_\_
- (9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE 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, vegetarian, children, adolescents, and adult athletes will be discussed. Prerequisite BI157-157L and BI158-158L, or BI124-124L, and BI125-125L, with grade of C or better; CH101; and CF230 or CF231.

**3. COURSE CONTENT:**

- 1. Human energy systems & energy balance
- 2. Energy stores and fuels used during physical activity
- 3. Carbohydrate metabolism and glycogen loading
- 4. Protein for performance
- 5. Fat metabolism and physical activity
- 6. Caffeine, alcohol, and ergogenic aids
- 7. Role of vitamins & minerals in physical activity
- 8. Hydration & fluid replacements
- 9. Eating disorders
- 10. Body composition and obesity
- 11. Weight loss & weight gain
- 12. Dietary supplements

**4. RATIONALE FOR OFFERING COURSE:**

This course is designed to provide the student with an understanding of how nutrition impacts performance in sports, and other physical activities. This course extends the concepts introduced in CF 230 Nutrition and Health.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

Prerequisites for CF 435 are: BI 157-1 57L and BI 158-158L or BI 124-124L and BI 125-125L with grade of C or better; and CF230 or CF 231. The material will be taught with the understanding that students have a good grasp of fundamental principles of human physiology and nutrition.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT LEARNING OUTCOMES - SLOs):**

1. As a result of taking this course the learner should be able to describe human fuel utilization at rest and during physical activity.
2. As a result of taking this course the learner should be able to calculate energy expenditure and energy intake to meet energy balance for physically active people.
3. As a result of taking this course the learner should be able to explain the rationale and provide practical strategies for maintaining optimal hydration for physical activity and sports performance
4. As a result of taking this course the learner should be able to suggest eating strategies for pre-exercise, recovery nutrition, eating while traveling, and eating on competitive days
5. As a result of taking this course the learner should be able to describe special nutritional needs of physically active children, adolescents, and vegetarians

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

**7. CONCEPTUAL STRUCTURE OF THE COURSE (SEE INSTRUCTOR):**

**8. FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**

**9. TEXTBOOK AND READINGS:**

(See Instructor)

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**UNIVERSITY OF GUAM**  
**COLLEGE OF NATURAL AND APPLIED SCIENCES**  
**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_  
(2) Course: CF 445 Food Chemistry  
(3) Class Meeting: \_\_\_\_\_  
(4) Instructor: \_\_\_\_\_  
(5) Office: \_\_\_\_\_  
(6) Phone: \_\_\_\_\_  
(7) Email: \_\_\_\_\_  
(8) Fax Number: \_\_\_\_\_  
(9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

This course covers the chemical properties of food constituents and effects of food components and ingredients on food quality and nutrition after harvest and during processing and storage. Three hours of lecture and 3 hours of laboratory are held weekly. Prerequisite: BI157/157L and BI158//158L or CH102/102L and CH103/103L.

**3. COURSE CONTENT:**

- Water in foods; activity, effect on food stability
- Minerals in foods and ash content
- Carbohydrates — monosaccharides, polysaccharides, alternative sweeteners, fiber, emulsions, foams, gels, sols, and gums
- Proteins in foods
- Lipids in foods; fat replacers
- Antioxidants
- Enzymes in foods; enzymatic browning; non-enzymatic browning
- Pigments in foods
- Color and flavor food additives
- Fermentation

**4. RATIONALE FOR OFFERING COURSE:**

- This course provides student with a thorough understanding of the concepts of food chemistry.
- To prepare students for professional employment and advanced studies in nutrition, food science, and food processing.



**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

Prerequisites for CF 445 are: BI 157/157L and BI 158/158L or CH 102/102L and CH 103/103L. The material will be taught with the understanding that students have a good grasp of fundamental principles of organic chemistry.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT LEARNING OUTCOMES - SLOs):**

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

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

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**8. FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**

**9. TEXTBOOK AND READINGS:**

(See Instructor)

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**12. EVALUATION AND GRADES (SEE INSTRUCTOR):**

**13. COURSE POLICIES (SEE INSTRUCTOR):**

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**COURSE SYLLABUS<sup>1</sup>**

**1. BASIC INFORMATION (SEE INSTRUCTOR):**

- (1) Semester/year: \_\_\_\_\_  
(2) Course: CF 460 Advanced Human Nutrition  
(3) Class Meeting: \_\_\_\_\_  
(4) Instructor: \_\_\_\_\_  
(5) Office: \_\_\_\_\_  
(6) Phone: \_\_\_\_\_  
(7) Email: \_\_\_\_\_  
(8) Fax Number: \_\_\_\_\_  
(9) Office Hours: \_\_\_\_\_

**2. CATALOG COURSE DESCRIPTION:**

This course 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.

**3. COURSE CONTENT:**

- Fundamentals of nutritional energetics
- Recommended dietary allowances
- Nutrition assessment & dietary status
- Digestion, absorption, and transport
- Carbohydrates: structures, simple vs. complex, glycolysis, pyruvate metabolism, glycogenesis, glycogenolysis, and gluconeogenesis
- Lipids: structures, lipoprotein metabolism, fatty acid oxidation, ketogenesis, and lipids & coronary heart disease
- Proteins: structures of amino acids, amino acid metabolism, protein quality, protein requirements
- Water soluble vitamins
- Fat soluble vitamins
- Macrominerals
- Microminerals
- Energy balance and weight control

**4. RATIONALE FOR OFFERING COURSE:**

This course is designed to provide the student with an understanding of the concepts of human nutrition including digestion, absorption, metabolism, and function of macro- and micro- nutrients as they relate to maintenance of cellular homeostasis, human health, and disease. This course extends the concepts introduced in CF 230 Nutrition and Health.

**5. SKILLS AND BACKGROUND REQUIRED OR EXPECTED:**

Prerequisites for CF 460 are: BI 157/157L and BI 158/58L or BI 124/24L and BI 125/25L with grade of C or better; CH 101/01L; and CF230 or CF 231. The material will be taught with the understanding that students have a good grasp of fundamental principles of human physiology and organic chemistry.

**6. LEARNING OBJECTIVES FOR STUDENTS (INTENDED STUDENT LEARNING OUTCOMES - SLOs):**

1. As a result of taking this course the learner should be able to identify the structures and explain the functions of the macronutrients (carbohydrates, proteins, lipids) and major micronutrients (vitamins and minerals).
2. As a result of taking this course the learner should be able explain the pathways in which endergonic and exergonic processes are used to synthesize adenosine triphosphate from the available energy found in carbohydrates, proteins, fatty acids, and alcohol.
3. As a result of taking this course the learner should be able to identify and explain the major threats to human health associated with specific nutrient excesses and deficiencies.
4. As a result of taking this course the learner should be able to discuss the components of energy expenditure and identify the major determinants of each component.

**Note:** With Program Faculty Consultation, an instructor may add additional SLOs to the above Program Faculty approved SLOs.

Program SLOs<sup>2</sup>: See below.

**7. CONCEPTUAL STRUCTURE OF THE COURSE (SEE INSTRUCTOR):**

**8. FORMAT AND ACTIVITIES IN THE COURSE (SEE INSTRUCTOR):**

**9. TEXTBOOK AND READINGS:**

(See Instructor)

**10. ADDITIONAL MATERIALS OR EQUIPMENT (SEE INSTRUCTOR):**

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**12. EVALUATION AND GRADES (SEE INSTRUCTOR):**

**13. COURSE POLICIES (SEE INSTRUCTOR):**

**14. SPECIAL NEEDS:**

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

**15. CALENDAR OR SCHEDULE (SEE INSTRUCTOR):**

**16. DROP DATES:**

University policy sets the drop dates. See the semester schedule of courses.

**17. STUDENT WORK LOAD (SEE INSTRUCTOR):**

**18. SUPPLEMENTARY MATERIALS/ADDITIONAL RESOURCES (SEE INSTRUCTOR):**

**19. CONTACT INFORMATION FOR CLASSMATES:**

Exchange contact info with at least one classmate. Contact your classmate(s) if you miss class or if you want to form a study group.

<sup>1</sup>**BASED ON DR. BARBARA GROSS DAVIS, UC BERKELEY MODEL “CREATING A SYLLABUS”.** From the hard copy book *Tools for Teaching* by Barbara Gross Davis; [Jossey-Bass](#) Publishers: San Francisco, 1993. Linking to this book chapter from other websites is permissible. However, the contents of this chapter may not be copied, printed, or distributed in hard copy form without permission. For a more detailed explanation on each numbered section of the syllabus, please visit: <http://teaching.berkeley.edu/bgd/syllabus.html>.

<sup>2</sup>Program SLOs:

**BA Consumer and Family Sciences goals/objectives include the following:**

1. **GOAL 1:** Acquire a knowledge base in clothing and textiles with the following objectives:
  - a. Demonstrate criterion level skills in basic clothing construction.
  - b. Demonstrate criterion level knowledge of fiber and textile materials.
2. **GOAL 2:** Acquire a knowledge base in housing and interior design with the following objectives:
  - a. Demonstrate criterion level knowledge and skills in housing decisions in relation to available resources and options.
  - b. Demonstrate criterion level skills in use of housing and interior furnishings and products in meeting specific design needs.
  - c. Demonstrate design ideas through visual presentation.
3. **GOAL 3:** Acquire a knowledge base in family resource management with the following objectives:
  - a. Demonstrate criterion level knowledge of family diversity in the global community.
  - b. Demonstrate criterion level knowledge of family resource management processes.
4. **GOAL 4:** Acquire a knowledge base of the community context in which family functioning and development take place with the following objectives:
  - a. Demonstrate criterion level knowledge of the effects of context (social, economic, political, historical, & cultural environment) on family functioning & development.



5. **GOAL 5:** Acquire a knowledge base food, nutrition, and health with the following objectives:
  - a. Demonstrate criterion level knowledge of the influence of nutrition and health practices across the life span.
  - b. Demonstrate criterion level knowledge & skills to acquire, handle, & use foods to meet nutrition & health needs of individuals & families across the life span.
  - c. Demonstrate criterion level knowledge and skills to evaluate factors that affect food safety, and food production through consumption
  
6. **GOAL 6:** Acquire professional skills with following objectives:
  - a. Demonstrate criterion level skills in written communication.
  - b. Demonstrate criterion level skills in oral communication.
  - c. Demonstrate a basic level of computer literacy.
  - d. Demonstrate basic competence in “helping” skills.
  - e. Demonstrate basic research skills.
  
7. **GOAL 7:** Apply knowledge and professional skills to address issues encountered in professional settings with the following objectives:
  - a. Demonstrate critical thinking skills and problem solving abilities.
  - b. Demonstrate commitment to professional values and ethical behavior.
  - c. Demonstrate a satisfactory level of preparation for the world of work and responsibility for continued professional growth.