



Syllabus*: Food Chemistry and Analysis (1905021336) Second Semester 2023 /2024

COURSE INFORMATION	
Food Chemistry and Analysis Semester: Second semester Department: Department of Clinical Nutrition and Dietetics Faculty: Applied Health Sciences	Course Name: Second semester Course Code: 1905021336 Section: 7 Core Curriculum:
Day(s) and Time(s): 14:00-15:15 Sunday: 14:00-15:15 Tuesday: Classroom: AMS-107 AMS-311	Credit Hours: 2 Prerequisites: 110103236 +140502220
COURSE DESCRIPTION	
This course covers the major and many of the minor food components concerning their chemical classification, structure, occurrence, properties, and functions. Chemical Changes due to handling, storage, preservation, and processing are also emphasized. Colloids and their importance in foods are also covered.	
DELIVERY METHODS	
The course will be delivered through a combination of active learning strategies. These will include: <ul style="list-style-type: none"> PowerPoint lectures and active classroom based discussion ● Oral questions during the lectures. ● Home works.	

FACULTY INFORMATION	
Name	Dalia Alomari
Academic Title:	Dr.
Office Location:	
Telephone Number:	

Email Address:	
Office Hours:	Sunday 9.30-10.30, 13:30- 14:30 Tuesday 9.30-10.30, 13:30- 14:30

REFERENCES AND LEARNING RESOURCES

Required Textbook: Deman, J.M., et al 2018. Principle of Food Chemistry, 4rd edition, Springer Publication.

Suggested Additional Resources: Fenema, O. (editor) 1996. Food Chemistry 3rd ed. Marcel Dekker, New York, USA
Food Analysis: Theory and Practice. Pomeranz and Meloan, 3rd. ed., 1994.

2- Official methods of analysis- AOAC (15th ed)

Useful Web Resources:

<http://www.cdc.gov>

<http://www.fda.gov>

ACADEMIC SUPPORT

It is The Hashemite University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their Instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

Special Needs Section:

Tel:

Location:

Email:

STUDENT LEARNING OUTCOMES MATRIX*

Core Curriculum Learning Outcomes	Program Learning Outcomes	Course Objectives	Course Student Learning Outcomes	Assessment Method
To provide students with the optimum educational standard in the field of clinical nutrition and general knowledge in food technology	KP1: Demonstrate a depth understanding of the basis of nutritional science and the nutrient composition of food and discover the links between diet and disease and health	To identify the chemical structure of food components including fats, proteins, carbohydrates and enzymes.	CLO1: Understand the chemical structure and properties of water, colloids, proteins, carbohydrates, lipids, enzymes, natural pigments, food additives and vitamins and minerals.	Report
To provide optimal educational and training opportunities for students during their professional preparation for careers in nutrition.	KP2: demonstrate an understanding of food chemistry, technology, preparation, safety and correlates nutrition with food technology and future challenges.	To understand the chemical changes that take place with food components during processing and storage such lipid oxidation	CLO2: Understand the chemical reactions of the major food components during processing and storage.	Homework
To participate in community services for health promotion and disease prevention programs	KP3: Explain the principles of cellular metabolic processes, the structure and function of the various physiological systems, and the principles of biochemistry	Recognize reactions and mechanisms important in food chemistry such as fat hydrogenation and carmalization of sugars	CLO3: Compare the similarities and differences in the structure of the natural pigments: chlorophyll, anthocyanin, carotenoids and heme.	Quiz
To encourage creativity and innovation in solving problems of emerging cases in the field of clinical nutrition	KP4: Providing students with high levels of educational quality based on training on specific pathological conditions in therapeutic nutrition.		CLO4: Explain the important chemical and physical interactions between food constituents that affect quality and nutritive value.	Report
	SP1: Evaluate critically scientific research from a variety of sources in relation to nutrition and health through working with others, communication, self-management, and problem-solving and reflect on the various components		CLO5: Distinguish between monounsaturated and polyunsaturated fatty acids.	Homework
To sustain the concept of collaboration to promote an appropriate diet solution in cases of health and disease	SP2: Communicate effectively with groups and individuals to promote the benefits of a balanced diet throughout the lifespan and demonstrate the ability to use scientific laboratory skills.		CLO6: Distinguish between monosaccharides, oligosaccharides and polysaccharides.	Quiz
	SP3: Assess diet, food and nutrient intake, and the consumption of food constituents in individuals and groups		CLO7: Sketch the basic structure formula of fatty acids, proteins, triglycerides.	Report

	CP1: Demonstrate consistent professional behavior in accordance with the legal and ethical boundaries of the dietetic profession		CLO8: Gain the basic principles to avoid lipid deterioration in foods	Homework
	CP2: Critically apply knowledge of diet and health to evaluate and communicate and comment on dietary or health information both from scientific sources.		CLO9: Applicable for solve the problems that affect the quality of foods during processing and storage	Quiz
	CP3: Utilize the methods of data analysis using computer software and apply these methods to analyze data obtained from a wide variety of sources and situations, and apply critical thinking, testing hypotheses, formulating suggestions in diet and health			

Participation

Class participation and attendance are important elements of every student's learning experience at The Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. *Those exceeding this limit of 15% will receive a failing grade regardless of their performance.* It is a student's responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.**

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviours that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

- Use of the work, ideas, images or words of someone else without his/her permission or reference to them. ●**
- Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks. ●**
- Misrepresentation of the sources that were used. ●**

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.

In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students’ handbook.

COURSE ASSESSMENT

Course Calendar and Assessment

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

Assessment	Grade Weighting	Deadline Assessment
Exam 1	30%	31/3/2024
Exam 2	30%	7/5/2024
Final Exam (3)	40%	16 th week

Description of Exams

Test questions will predominately come from material presented in the lectures. Semester exams will be conducted during the regularly scheduled lecture period. Exam will consist of a combination of multiple choice, short answer, match, true and false and/or descriptive questions.

Homework: Will be given for each chapter, while the chapter in progress you are supposed to work on them continuously and submit in next lecture when I finish the chapter. You are also expected to work on in-chapter examples, self-tests and representative number of end of chapter problems. The answers of self-tests and end of chapter exercises are given at the end of the book.

Quizzes: Unannounced quizzes will be given during or/and at the end of each chapter based upon the previous lectures. It will enforce that you come prepared to the class.

No make-up exams, homework or quizzes will be given. Only documented absences will be considered as per HU guidelines.

Grades are not negotiable and are awarded according to the following criteria*:

Letter Grade	Description	Grade Points
A+	Excellent	4.00
A		3.75
A-		3.50
B+	Very Good	3.25
B		3.00
B-		2.75
C+	Good	2.50
C		2.25
C-		2.00
D+	Pass	1.75
D	Pass	1.50
F	Fail	0.00
I	Incomplete	-

* يمكن التعديل حسب طبيعة البرنامج (بكالوريوس/دراسات عليا)

WEEKLY LECTURE SCHEDULE AND CONTENT DISTRIBUTION

مثال على التوزيع : مساق الكيمياء العامة 101

"Lecture hours and weeks are approximate and may change as needed"

Note: For Chem 101 sections with 2 lecture periods per week (S/T, M/W or T/R), one lecture period covers 1.5 lecture hours (80 minutes). The course content specifies the sections in chapters 1-10 of the textbook that will be included in quizzes, homework and exams.

Week	Topic	Lecture hours
1-2	Water and Colloids -D-definition -Comparison between true, colloids and suspensions -Classification of colloids	2

- Preparation of colloids
- Stability of colloids
- Emulsions
- Foams

Assessment Rubrics

-Definition

Classroom Participation: Assessment Criteria

Criteria	Quality				Score
	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 points)	
Degree to which student integrates course readings into classroom participation	<ul style="list-style-type: none"> - often cites from readings; - uses readings to support points; - often articulates "fit" of readings with topic at hand. 	<ul style="list-style-type: none"> occasionally cites from readings; sometimes uses readings to support points; occasionally articulates "fit" of readings with topic at hand. 	<ul style="list-style-type: none"> rarely able to cite from readings; rarely uses readings to support points; rarely articulates "fit" of readings with topic at hand. 	<ul style="list-style-type: none"> unable to cite from readings; cannot articulate "fit" of readings with topic at hand. 	2
Interaction / participation in classroom discussions	<ul style="list-style-type: none"> always a willing participant, responds frequently to questions; routinely volunteers point of view. 	<ul style="list-style-type: none"> often a willing participant, responds to questions; occasionally volunteers point of view. 	<ul style="list-style-type: none"> rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view. 	<ul style="list-style-type: none"> never a willing participant, never able to respond to questions; never volunteers point of view. 	2
Interaction / participation in classroom learning activities	<ul style="list-style-type: none"> always a willing participant; acts appropriately during all role plays; responds frequently to questions; routinely volunteers point of view. 	<ul style="list-style-type: none"> often a willing participant; acts appropriately during role plays; responds to questions; occasionally volunteers point of view. 	<ul style="list-style-type: none"> rarely a willing participant; occasionally acts during role plays; rarely able to respond to direct questions; rarely volunteers point of view. 	<ul style="list-style-type: none"> never a willing participant; acts inappropriately during role plays; rarely able to respond to direct questions; never volunteers point of view. 	2
Demonstration of professional attitude and demeanor	<ul style="list-style-type: none"> always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside class. 	<ul style="list-style-type: none"> rarely unprepared; rarely arrives late; occasionally solicits instructors' perspective outside class. 	<ul style="list-style-type: none"> often unprepared; occasionally arrives late; rarely solicits instructors' perspective outside class. 	<ul style="list-style-type: none"> rarely unprepared; often arrives late; never solicits instructors' perspective outside class. 	2

Classroom Participation: Oral Presentation

Element	Excellent		Satisfactory			Needs Improvement			
	8	7	6	5	4	3	2	1	0
Organization	<ul style="list-style-type: none"> There is a logical sequence of information. Title slide and closing slide are included appropriately. 		<ul style="list-style-type: none"> There is some logical sequence of information. Title slide and closing slides are included. 			<ul style="list-style-type: none"> There is little or no logical sequence of information. Title slide and/ or closing slides are not included. 			
Slide Design (text, colors, background, illustrations, size, titles, subtitles)	Presentation is attractive and appealing to viewers.		Presentation is somewhat appealing to viewers.			Little to no attempt has been made to make presentation appealing to viewers.			
Content	<ul style="list-style-type: none"> Presentation covers topic completely and in depth. Information is clear, appropriate, and accurate. 		<ul style="list-style-type: none"> Presentation includes some essential information. Some information is somewhat confusing, incorrect, or flawed. 			<ul style="list-style-type: none"> Presentation includes little essential information. Information is confusing, inaccurate, or flawed. 			
Language	<ul style="list-style-type: none"> Spelling, grammar, usage, and punctuation are accurate. Fluent and effective 		<ul style="list-style-type: none"> There are minor problems in spelling, grammar, usage, and/or punctuation. 			<ul style="list-style-type: none"> There are persistent errors in spelling, grammar, usage, and/or punctuation. Less or not fluent and effective. 			
Delivery	<ul style="list-style-type: none"> Ideas were communicated with enthusiasm, proper voice projection and clear delivery. There was sufficient eye contact with audience. There were sufficient use of other non-verbal communication skills. Appropriate delivery pace was used. 		<ul style="list-style-type: none"> There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. Insufficient use of non-verbal communication skills. Delivery pace is somewhat appropriate. 			<ul style="list-style-type: none"> There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. No use of non verbal communication skills. Inappropriate delivery pace was used. 			
Interaction with Audience	<ul style="list-style-type: none"> Answers to questions are coherent and complete. Answers demonstrate confidence and extensive knowledge. 		<ul style="list-style-type: none"> Most answers to questions are coherent and complete. 			<ul style="list-style-type: none"> Answers to questions are neither coherent nor complete. 			

		Answers somehow demonstrate confidence and extensive knowledge. ▪	Is tentative or unclear in responses. ▪	
Total score	= (y*5/16)			