



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Health Solutions Department Nutrition and Health Promotion  
 Subject NTR Number 351 Title Nutrition and Health Communications Units: 3  
 Is this a cross-listed course? (Choose one)    
 If yes, please identify course(s) \_\_\_\_\_  
 Is this a shared course?   (choose one) If so, list all academic units offering this course \_\_\_\_\_  
 Course description: \_\_\_\_\_

**Requested designation:** Literacy and Critical Inquiry-L  
*Note- a separate proposal is required for each designation requested*

**Eligibility:**  
 Permanent numbered courses must have completed the university's review and approval process.  
 For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).  
 Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014 For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
  - Mathematics core courses (MA)
  - Computer/statistics/quantitative applications core courses (CS)
  - Humanities, Arts and Design core courses (HU)
  - Social-Behavioral Sciences core courses (SB)
  - Natural Sciences core courses (SQ/SG)
  - Cultural Diversity in the United States courses (C)
  - Global Awareness courses (G)
  - Historical Awareness courses (H)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

**Contact information:**

Name Melinda Johnson Phone 602-496-1868  
 Mail code 3020 E-mail: Melinda.Duff@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Dr. Carol Johnston Date: 2-5-15  
 Chair/Director (Signature):

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	<p>Appendix A: Course Syllabus Appendix B: Primary Research Review Project Appendix C: Research Summary Assignment Appendix D: Consumer Article Assignment Appendix E: Discussion Posts</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="text-align: left; margin-left: 20px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	<p>Appendix B: Primary Research Review Project Appendix C: Research Summary Assignment Appendix D: Consumer Article Assignment</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="text-align: left; margin-left: 20px;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	<p>Appendix C: Research Summary Assignment Appendix D: Consumer Article Assignment Appendix F: Speech Assignment</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			

## ASU - [L] CRITERIA

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".

C-3

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Appendix B: Primary Research Review assignment Appendix C: Research Summary Article assignment Appendix D: Consumer Article Assignment Appendix F: Speech Assignment</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; width: 80%; margin: 10px auto; padding: 10px; text-align: center;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-4</b>".</p> </div> <p style="margin-top: 10px;">C-4</p>			

Course Prefix	Number	Title	General Studies Designation
NTR	351	Nutrition and Health Communications	L

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	<p>Writing assignments account for approximately 52.5% of course grade:</p> <p>6% of grade from Primary Research Review project 12.5% of grade from Research Summary Article 14% of grade from Discussion Board 6% of grade from written review of peers 11% of grade from a Consumer Article 3% of grade from essay portion of weekly quiz</p>	<p>Graded writing assignments account for approximately 52.5% of total grade; all writing is expected to use proper grammar/spelling, and to meet length requirements given in guidelines.</p> <p>Point breakdown found in Appendix A: Course Syllabus</p> <p>Attached Assignment Guidelines for: Appendix B: Primary Research Review project, Appendix C: Research Summary Article Appendix D: Consumer Article, Appendix E: Discussion Board prompts</p>
2	<p>Students learn how to evaluate and interpret evidence, and demonstrate those skills in the Primary Research Review Project (on published research that has been provided for them)</p> <p>Students then chose a topic related to nutrition/health, where they must gather, interpret and evaluate evidence to write a Research Article to summarize primary research using three published research studies; then, using the same topic, they practice the skill of evaluating the evidence and interpreting the main findings to a consumer audience, both verbally through a speech and written through a consumer article</p>	<p>See Attached Assignment Guidelines, with Criteria 2 clearly marked on relevant areas (also note grading matrix on each, which emphasizes evidence based communication):</p> <p>Appendix B: Primary Research Review project Appendix C: Research Summary Paper assignment Appendix D: Consumer Article Appendix F: Video Speech assignment</p>

<p>3</p>	<p>Students complete two substantial writing projects that require them to gather, evaluate, and interpret primary research papers - a Research Summary paper (which they write for a target audience of health professionals), and a Consumer Article (which they use the same topic, but now write for an audience of the readers of their chosen consumer magazine, such as the readers of Parenting magazine)</p> <p>Students complete one major verbal project in the form of a speech, where they use the same researched topic as above, but deliver the speech to the consumer audience of their choice (such as to parents of young children).</p>	<p>See Attached Assignment Guidelines, with Criteria 3 clearly marked on relevant areas:</p> <p>Appendix C: Research Summary Paper assignment Appendix D: Consumer Article assignment Appendix F: Speech assignment</p>
<p>4</p>	<p>The Primary Research Review assignment is strategically placed at the beginning of the semester to make sure students understand key concepts of reading and interpreting primary research papers, before they go on to their Research Summary paper, where they chose the topic but practice the skill of gathering, interpreting, and evaluating evidence. This assignment is graded and feedback given before they go on to the speech and then the Consumer Article, giving time to provide feedback and direct the student towards a better understanding of the process of critically thinking about evidence.</p> <p>Type of feedback given includes comments on grammatical problems with writing; comments on inappropriate conclusions from primary research study (such as confusing correlation with causation, or using the word "proven" inappropriately), redirection to reputable research if the student has gone off track and used unpublished research or information gleaned from places other than peer-reviewed research journals</p>	<p>See course syllabus with dates to understand the "flow" of assignments throughout the semester, as well as policies on grading timelines, with Criteria 4 clearly marked on syllabus.</p>

# Appendix A: Course Syllabus

## NTR 351 Nutrition and Health Communications

### Spring Session A

Online course - #16472

School of Nutrition and Health Promotion

Arizona State University at the Downtown Phoenix campus

#### Instructor Information

Instructor: Melinda Johnson, MS, RDN

Office: NHI-2 Room 401M

Phone: 602-496-1868

Email: Melinda.Duff@asu.edu

Office Hours: (by appointment) M/W 10-11:30

M/W/F 1-2:00

#### Course Description

Approaches of nutrition and health communications; development of nutrition and health communication materials for selected target audiences.

This course meets the university general studies requirement for literacy and critical inquiry (L). Literacy is defined broadly as communicative competence in written and oral discourse, while critical inquiry involves the gathering, interpretation, and evaluation of evidence.

#### Course Prerequisites

NTR 100 or NTR 241 (must have earned a "D" or better)

#### Course Goals:

- Students will be able to find and utilize current, relevant, evidence based information and craft communication tools that convey the essence of the evidence in a consumer-friendly format.
- Students will have a broader view of the art of communicating for change.

#### Course Objectives:

- Locate, Interpret, analyze, and support evidence based information on health topic of choice
- Recognize health jargon and demonstrate ability to explain health concepts in simpler terms
- Describe the problem of health literacy and demonstrate ability to discuss complex research findings into plain language oral and written communication tools
- Recognize and describe effective communication techniques for oral and written tools
- Develop and illustrate effective communication techniques for oral and written formats
- Identify elements of health marketing campaigns
- Evaluate effectiveness of written and oral communication tools submitted by peers
- Discuss theories and examples of how behavior change can be promoted
- Assess and illustrate the application of social media as an element of professional networking and information dissemination
- Identify the role of the food industry in nutrition and health communications

#### Course Blackboard™ Site

A Blackboard™ site has been established for this course. It includes course documents, a course grade book, links to sites with information relating to course concepts and topics, and discussion areas. To access the site, click on "myASU" on the ASU homepage or point your browser to <http://my.asu.edu>

#### Required Course Textbook and Materials

*Switch: How to Change Things When Change is Hard* by Chip Heath and Dan Heath  
(Additional required readings will be posted on Blackboard)

A working computer, reliable internet connection, and access to a backup computer with reliable internet connection

Access to Microsoft Word (for one assignment)

A web camera or video camera (for one assignment)

#### Overview of course

This online course is broken down into seven weeks. Each week contains learning materials, reading materials, and assignments, and each week contains one self-assessment quiz that students must complete to demonstrate that they have studied the material. Students may complete the self-assessment quiz early, but the quiz is due by 11:59 PM on the closing date of that week.



The self-assessment quizzes will cover material presented in posted lectures, the course book, and posted readings for the week. Students are encouraged to take notes and use those notes when completing the self-assessment quizzes. Quizzes may be opened, saved, and re-opened as often as needed before the quiz due dates. Students may not re-take self-assessment quizzes, so it is advisable that they be prepared by studying the material and organizing their workspace before they take the self-assessment quizzes.

The topics for each week are:

Week 1	Introduction to Course; Research Studies
Week 2	Primary Research; Nutrition Misinformation; Health Literacy
Week 3	Simplifying the Language; Knowing the Audience
Week 4	Public Speaking
Week 5	Writing for the Consumer
Week 6	Health Marketing
Week 7	Industry Communications

### Brief overview of assignments:

*Discussion Board* – student will utilize blackboard to post discussion items and interact with classmates.

*Where Does Evidence Come From? And Primary Research Review* – student will examine peer review journals, and will identify elements from primary research articles

*C3: Research Article/ Consumer Article/ Video Speech* – student will complete one research article, one consumer article, and one video speech on topic of choice (must be related to nutrition or health). The same topic will be used for all three assignments, to allow the student practice in “spinning” the topic for the targeted audience.

*Peer Reviews* – students will review other student’s work – each student will do peer reviews of other student’s research article and video speeches.

*Social Media* – students will open a Twitter account to follow and interact with food, nutrition and health professionals. Students will complete tasks on Twitter, and utilize a discussion board to examine the role of Twitter in professional communications.

*Self-Assessment Quizzes* – each week contains an online quiz (or, self-assessment) to assess a student’s learning.

**Graded Work** [NOTE: Students have 7 calendar days to submit written justification to challenge a grade; if a written justification is not submitted within this timeframe, challenges to grades will not be considered.]

### C1: Writing Assignments are in red, below

Assignments	Points
Discussion Board	140
Twitter Tasks	115
Weekly Quizzes (10% is essay/writing)	255
Where Does Evidence Come From?	25
Primary Research Review	60
Research Summary Paper	125
Video Speech	110
Consumer Article	110
Peer Reviews	60
TOTAL	1000

**C1: Writing assignments account for 52.5% of course grade**

### Grading Scale

A+ = 98-100%	B- = 81-83
A = 94-97	C+ = 78-80
A- = 91-93	C = 71-77
B+ = 88-90	D = 61-70
B = 84-87	E = 0-60

### Course Policies:

For all assigned work, it is the student's responsibility to:

- \* Access and follow assignment instructions and assignment guidelines.
- \* Contact the instructor with questions.
- \* Check in course shell regularly for announcements.
- \* Check in regularly on ASU email account. The instructor will utilize the ASU email accounts to contact individual students, as needed. Therefore, each student must make sure to regularly check their email inbox, and must also make sure that their ASU email is functioning properly.
- \* Use proper time management to allow enough time to successfully complete each assignment.
- \* Meet due dates; these are clearly listed in the course syllabus, and are also listed on blackboard, in the "syllabus" area.
- \* Do independent work; copied work will mean a zero for all parties involved!
- \* Do original work; students may not re-use their own work that they turned in for a previous assignment, even if that assignment was done for another class. Assignments that are determined to be "recycled" work will receive a 0 for that assignment, with no opportunity to make-up the work
- \* Turn in the correct document; students must double-check that they are turning in the intended document when they submit. Documents that are turned in "incomplete" will be graded as-is. If the wrong document is turned in accidentally, the student must notify the instructor immediately, before the deadline has passed. Student should attach the correct assignment to that notification email.
- \* Double-check that the assignment was completed and successfully submitted. Work submitted will show up in the appropriate area (on the discussion board, on the book club board, through SafeAssign, etc).
- \* Email assignment to instructor before the deadline IF an issue prevents them from submitting on time through blackboard. As technical issues do occur, it is still the student's responsibility to turn in work on time. Email as an acceptable alternative only when technical issues have occurred that may interfere with turning in work by the deadline.
- \* Secure access to a working computer and reliable internet. Since this is an online class, it is assumed that students have secured a working computer with reliable internet connection to complete the coursework. Using a smart phone or tablet is generally not advised for the majority of class work, as internet connectivity can be easily lost or disrupted. Students are advised to also plan on a "back-up" computer (such as through the public library or at a neighbor's house), just in case they have last-minute computer problems. Personal computer issues will not be considered as an allowable emergency for late work.

### Late work

Assignments may be turned in early; if you need to turn in an assignment late, you will be allowed to do so at a 10% per day penalty IF:

1. You notify the instructor before the due date, if possible, or as soon as possible after the due date (if there was an emergency preventing you from notification prior)
2. You provide a valid reason for being late, with documentation as requested
3. You notify the instructor once you complete the assignment

4. The assignment is a major assignment (i.e. worth more than 3% of the total grade). Late work will not be allowed for assignments worth less than 3% of total grade.

If a *serious* illness or *exceptional* emergency prevents you from turning in assigned work on time, the instructor may waive the late penalty. This will be based on the instructor's discretion, and proper notification and documentation will be required.

If a problem should occur with the ASU blackboard site, and it impacts a course deadline, extensions will be allowed for the entire class; in this case, an announcement will be placed on blackboard once it is up and running. If blackboard is unavailable, the instructor may post an announcement on Twitter, until access to blackboard is available.

### Time management

Time management can be especially challenging for a student in an online course, because to be successful, students must practice self-discipline and personal time management. It is recommended that students plan blocks of time during the week to work on the course materials, rather than delay and log in close to assignment deadlines. Daily log-in is ideal, so that announcements are not missed.

Students will be given ample time to complete assignments. It is assumed that each student will begin working on assignments when they are assigned. Students who choose to wait until the last minute may be unpleasantly surprised by a computer glitch or other problem that prevents them from meeting the deadline. This is similar to leaving for work at the last minute on a day when it is crucial to be on time, and encountering an unexpected traffic delay - it makes you late for work! Your boss would likely notice that other employees who traveled the same path as you on their way to work were able to get in on time, because they planned ahead and gave themselves time. This class is much like a workplace, and the instructor's job is to be fair. It is unfair to the students that planned ahead and did their work on time for the instructor to provide "a break" to a student that made the decision to risk waiting until the last minute and ran up against problems. In other words, time management is an expected professional skill that the students of this university level course must be willing to utilize, in order to meet deadlines appropriately.

Therefore, "time management" problems will not be considered an allowable emergency. Examples of time management problems include last minute computer crashes, last minute work schedule changes, and last minute car breakdowns.

**Incomplete Grades:** The grade of "I" (Incomplete) can only be given by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student's control. Unfinished work must be completed with the same instructor except under extenuating circumstances. The student has one calendar year from the date the mark of "I" is recorded to complete the course.

Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both Word and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school director. The completed form must be filed with Janice Frangella (Bell Hall, Room J7 before the grade of "I" is given.

**Student Conduct:** Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs Part C: Code of Conduct ([http://www.abor.asu.edu/1\\_the\\_regents/policymanual/chap5/](http://www.abor.asu.edu/1_the_regents/policymanual/chap5/)) and ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/usi/usi201-10.html>.

**Accommodations for Disabilities:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

## Academic Integrity

The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering and plagiarism. Signing an attendance sheet for another student is also considered a violation of academic integrity.

See: ASU Student Academic Integrity Policy [http://www.asu.edu/studentaffairs/studentlife/judicial/academic\\_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm)

### Sanctions <http://provost.asu.edu/academicintegrity/policy/Sanctions>

An instructor, academic supervisor, or committee responsible for evaluation may impose any of the following sanctions for academic dishonesty:

- Reduced or failing grade for assignment,
- Reduced or failing grade for course, or
- Reduced, failing grade, or no credit for other academic evaluation (e.g., clinical training, comprehensive exam, thesis, dissertation).
- Within 10 days after an instructor-imposed sanction is assigned, the student may appeal the sanction to the Dean or Director.

Additionally, an instructor, academic supervisor, or committee responsible for academic evaluation may recommend other or additional sanctions to the Dean or Director, including assignment of the grade of XE and withdrawal of credit for a previously accepted course or requirement.

## Important Dates

Please visit the ASU Academic Calendar for important dates regarding drop/add deadlines, etc, here: <https://students.asu.edu/academic-calendar>

**Due Dates (all items due by 11:59 PM on due date) - (please note these due dates are for a Semester A or B course, a condensed schedule – C2 and C4: the assignments that demonstrate the “flow” of learning about gathering, interpreting and evaluating evidence under C2 and C4 are highlighted in green. The flow for Semester C course will remain the same)**

Assignment	Points	Due Date
<b>Week 1:</b>		
<i>Discussion Board – original post</i>		1/16
<i>Discussion Board - response to others</i>	20	1/18
<i>Twitter Assignment</i>	15	1/18
<i>Where Does Evidence Come From? Assignment</i>	25	1/18
<i>Quiz Week 1</i>	35	1/18
<b>Week 2:</b>		
<i>Discussion Board – original post</i>		1/23
<i>Discussion Board - response to others</i>	20	1/25
<i>Primary Research Review Assignment</i>	60	1/25
<i>Quiz Week 2</i>	35	1/25
<b>Week 3:</b>		
<i>Discussion Board – original post</i>		1/30
<i>Discussion Board - response to others</i>	20	2/1
<i>Twitter Tasks</i>	25	2/1
<i>Research Summary Paper</i>	125	2/1
<i>Quiz Week 3</i>	35	2/1
<b>Week 4:</b>		
<i>Discussion Board – original post</i>		2/6
<i>Discussion Board - response to others</i>	20	2/8
<i>Twitter Tasks</i>	25	2/8

<i>Peer Review, Research Summary Paper</i>	30	2/8
<i>Quiz Week 4</i>	35	2/8

**Week 5:**

<i>Discussion Board – original post</i>		2/13
<i>Discussion Board - response to others</i>	20	2/15
<i>Video Speech</i>	110	2/15
<i>Twitter Tasks</i>	25	2/15
<i>Quiz Week 5</i>	35	2/15

	<b>Points</b>	<b>Due Date</b>
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**Week 6:**

<i>Discussion Board – original post</i>		2/20
<i>Discussion Board - response to others</i>	20	2/22
<i>Peer Review, Video Speeches</i>	30	2/22
<i>Quiz Week 6</i>	40	2/22

**Week 7:**

<i>Discussion Board – original post</i>		2/27
<i>Discussion Board - response to others</i>	20	3/1
<i>Consumer Article</i>	110	3/1
<i>Twitter Tasks</i>	25	3/1
<i>Quiz Week 7</i>	40	3/1

# Appendix B

## NTR 351

### Primary Research Review Assignment (60 points)

This project will be a review and critique of **original/empirical** research on nutrition-related topics. The goal of this project is to help you understand the steps in how to research and understand journal articles, so that you may better communicate up-to-date health information.

This meets the first part of the course objective:

- *Develop skills needed to find, read and understand scientific studies and determine how to communicate the results of the research to others.*
- 

#### **1. Find full-length research articles**

For this assignment, you need to log into your ASU account and access the library to find the following two primary research articles:

**Article #1:** Title: Increasing the Number of Chews before Swallowing Reduces Meal Size in Normal-Weight, Overweight, and Obese Adults. Published in: Journal of the Academy of Nutrition and Dietetics.

**Article #2:** Title: Effects of sucrose and high fructose corn syrup consumption on spatial memory function and hippocampal neuroinflammation in adolescent rats. Published in: Hippocampus.

You will need to access the full article to complete this assignment, not just the abstract. (In PubMed, once you have located the article, click on the “Get It at ASU” button to be led to a page where the article is available as a PDF).

#### **2. Review and critique**

Using the information learned from class, review and critique the research from the two studies. The target audience for this review is health professionals. For each of the two original research articles, answer the questions found in the “Primary Research Review Worksheet” document found on blackboard. This worksheet will be entered into an online quiz on blackboard.

## NTR 351: Primary Research Review assignment

This assignment is done on Blackboard, using the “test” format. Students are given two recent research articles that they are asked to interpret and evaluate. They are able to work on the assignment in blackboard, save their work, and return to the assignment as often as they need up until the due date.

C2: This assignment builds on class materials that teach about where we find our evidence in the field of nutrition, the process of peer review, and types of articles published in peer-review journals. This assignment is designed to guide the student through the process of interpreting and evaluating evidence, so that they are better equipped to gather evidence to interpret and evaluate in their next three major assignments, the Research Summary Article, the Speech, and the Consumer Article.

C1: This assignment is done in essay format; complete sentences and proper grammar/spelling are expected and graded. Here are the questions that are given for each of the two research articles:

1. What is the Article citation and link (Use AMA Manual of Style citation format)
2. Why did they do this study? (i.e, What was the Research Question?)
3. Describe the Sample Size and Gender Breakdown
4. Describe the Study Participants in detail (Who or what was included? Who or What was excluded?)
5. Describe the duration of the study
6. Describe the methods of this study (how did they do this study?)
7. Describe the results of the study (what did they find?)
8. Report on the statistical significance of findings, giving P values if applicable
9. Essay: What did we learn from this study?
10. Essay: Editorial Comments (Your analysis of the article and components you would like to see included in future studies and why.)

C4: This assignment is given at the beginning of the semester, so that students can “walk through” an assessment of a research article and practice their skill of evaluating evidence, before they are on their own to find and discuss research on a topic of their choosing. Feedback is given in a timely manner, so that they can see how well they did, and also see how these questions were expected to be answered.





# Primary Research Review Worksheets

C4: Students are given this worksheet to show them what kind of answers the instructor is looking for, using a sample research study. This is done to assist them as they learn how to interpret and evaluate evidence

## Sample Article Worksheet:

Here is a sample worksheet that has been filled out for you to see what kind of answers are expected. You can access the article used on PubMed:

<b>Sample Article citation and link (Use AMA Manual of Style citation format)</b>	Sands SA, Reid KJ, Windsor SL, Harris WS. The Impact of Age, Body Mass Index, and Fish Intake on the EPA and DHA Content of Human Erythrocytes. <i>Lipids</i> , 2005; 40:343-347. <a href="http://link.springer.com.ezproxy1.lib.asu.edu/article/10.1007%2Fs11745-006-1392-2#">http://link.springer.com.ezproxy1.lib.asu.edu/article/10.1007%2Fs11745-006-1392-2#</a>
<b>Why did they do this study? (i.e, What was the Research Question?)</b>	The percentage of EPA and DHA in red blood cells has been proposed as a risk marker for death from Coronary Heart Disease. The researchers wanted to see if the average values for red blood cell EPA + DHA was influenced by: number of servings of tuna and non-fried fish, as well as by age, gender, ethnicity, smoking status, presence of diabetes, and BMI.
<b>Sample Size and Gender breakdown</b>	163, including 74 males, 89 females from a variety of ethnic and age groups.
<b>Duration of Study</b>	One month.
<b>Description of study participants (who or what was included and who or what was excluded?)</b>	Healthy men and women between age of 20-80 from Kansas City. Potential subjects were excluded if they reported taking fish oil supplements. Diabetics were accepted into the study as well.

<p><b>Methods used</b> (how did they do this study?)</p>	<p>A questionnaire was used to collect demographic data including age, gender, height, weight, ethnicity, smoking status, diabetic status. This questionnaire also asked about weekly fish intake and specifically asked about tuna or non-fried fish.</p> <p>Blood samples were collected and analyzed for levels of EPA and DHA in the RBC.</p>
<p><b>Results reported</b></p>	<p>Four factors significantly and independently influenced the amount of Omega-3 in red blood cells: eating tuna or non-fried fish monthly increased the amount in red blood cells, increased age was linked to increased amounts in red blood cells, diabetes was linked to decreased amounts in red blood cells, and increased BMI was linked to decreased amounts in red blood cells.</p> <p>Gender and smoking status had no effect on the amount of DHA+EPA in red blood cells. Ethnicity had no effect once death from CHD was controlled for.</p> <p>Findings confirmed that the EPA + DHA content of RBC membranes is a valid reflection of omega-3 intake.</p>
<p><b>Statistical Significance reported</b> report p-values or CI on significant findings. Be specific.</p>	<p>The index increased by 0.24 units with each additional monthly serving of tuna or non-fried fish (<math>p &lt; 0.0001</math>), and 0.5 units for each additional decade in age (<math>p &lt; 0.0001</math>). The Index was 1.13% units lower in subjects with diabetes (<math>P = 0.015</math>) and decreased by 0.3% units with each 3-unit increase in BMI (<math>P = 0.001</math>).</p>
<p><b>What did we learn from this study?</b> (or, the “so what” statements)</p>	<p>Eating fish likely helps to increase the amount of omega-3 fatty acids in red blood cells, possibly helping to protect from Coronary Heart Disease.</p> <p>People with diabetes and with a higher BMI tend to have lower amounts of omega-3 fatty acids in their red blood cells, possibly putting them at higher risk of Coronary Heart Disease.</p>

<p><b>Editorial Comments</b> (Your analysis of the article and components you would like to see included in future studies and why.)</p>	<p>The fact that the subjects' dietary intake were all self-reporting seemed to be a potential issue in my opinion as there is no true guarantee their reports regarding consumption of tuna or other non-fried fish was accurate.</p> <p>I would think a study where intakes were monitored and controlled before measurements were taken might provide more conclusive results.</p>
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**Article #1 Worksheet: (for your notes – actual answers will be entered into Blackboard shell)**

<p>Article #1 Citation <b>Article citation and link</b> (Use AMA Manual of Style citation format)</p>	<p>(Example citation for online journal article) Author. Article title. <i>Journal Title</i>. Year; volume(issue):pages. URL. Accessed date.</p>
<p><b>Why did they do this study? Use your own words to summarize (i.e, What was the Research Question?)</b></p>	
<p><b>Sample Size and Gender breakdown</b></p>	
<p><b>Description of study participants</b> (who or what was included and who or what was excluded?)</p>	
<p><b>Duration of Study</b></p>	
<p><b>Methods used</b> (how did they do this study?)</p>	

<b>Results reported</b> (what did they find?)	
<b>Statistical Significance reported (were any of the findings statistically significant?)</b> report p-values significant findings. Be specific.	
<b>What did we learn from this study?</b> (or, the “so what” statements)	
<b>Editorial Comments</b> (Your analysis of the article and components you would like to see included in future studies and why.)	

**Article #2 Worksheet:**

Article #2 Citation  <b>Article citation and link (Use AMA Manual of Style citation format)</b>	<b>(Example citation for online journal article)</b> Author. Article title. <i>Journal Title</i> . Year; volume(issue):pages. URL. Accessed date.
<b>Why did they do this study? Use your own words to summarize (i.e, What was the Research Question?)</b>	
<b>Sample Size and Gender breakdown</b>	

<p><b>Description of study participants</b> (who or what was included and who or what was excluded?)</p>	
<p><b>Duration of Study</b></p>	
<p><b>Methods used</b> (how did they do this study?)</p>	
<p><b>Results reported</b> (what did they find?)</p>	
<p><b>Statistical Significance reported (were any of the findings statistically significant?)</b> report p-values significant findings. Be specific.</p>	
<p><b>What did we learn from this study?</b> (or, the “so what” statements)</p>	
<p><b>Editorial Comments</b> (Your analysis of the article and components you would like to see included in future studies and why.)</p>	

# Appendix C

## NTR 351 – Research Summary Paper Guidelines (125 points)

This assignment helps to meet the following course objectives:

- Locate, Interpret, analyze, and support evidence based information on health topic of choice (C2 and C3)
- Develop and illustrate effective communication techniques for oral and written formats (C1)

A research paper is really an expanded essay – you will be presenting your own ideas, but you will back them up with published scientific research. You can think of this assignment as a “research summary” that you are assigned to write for a health trade publication – your audience being professionals in the field of health or nutrition.

**Step 1: Pick your topic and start your research.** Your research paper will be more enjoyable for you (and will likely be a better paper) if you choose a topic that interests you. Take your time exploring, brainstorming, and thinking about possible ideas. Once you narrow down your topic, you will do a literature review to find out what research has been done in the area.

You are looking for primary research studies that have been published in peer reviewed journals on your topic of interest. Please do not use review articles or letters to the editors for this paper. The purpose of this paper is to summarize actual research studies.

**Step 2: Based on your research, you will develop a thesis statement.** For this paper, your thesis statement is simply your opinion on the subject that you will then back up by supporting evidence. (Be sure that your thesis is not simply a stated fact.)

Some examples of a good thesis statement (although these examples are not based on actual evidence):

- Bat Guano extract may potentially be an excellent weight loss aid because it is considered safe for human consumption and speeds up metabolism in lab rats.
- Alcohol should be fortified with B vitamins to help improve the overall nutrition status of alcoholics.
- People with diabetes should be advised to add sawdust to their meals because the practice effectively lowers the glycemic load of food and assists in blood sugar control.

Some examples of a poor thesis statement:

- Eating healthy is important and all athletes should be encouraged to do so.
- Experts agree that over half of the children in the US are overweight.
- Caffeine has both positive and negative side effects.

A thesis statement will help you to organize and focus your paper, and it will also help “guide” your reader. **Your thesis statement must appear in the first paragraph of your paper, and must be underlined.**

**Step 3: Compose your research paper to support your thesis.**

Please format your paper like this:

Title of paper

Opening paragraph: Intro to topic, contains thesis statement

Second paragraph: Describe first research study – what did researchers study and how? What did they find?

Third paragraph: Describe second research study – what did researchers study and how? What did they find?

Fourth paragraph: Describe third research study – what did researchers study and how? What did they find?

Closing paragraph: Summarize your paper into a closing statement.

You must use at least three published research studies from peer-reviewed journals only (such as the *American Journal of Clinical Nutrition*, *Pediatrics*, *Journal of the American Dietetic Association*, *Journal of Nutrition*, or *Journal of the American Medical Association*, etc). References must be cited within the text by numbering them in the order they are used, and listed in a bibliography section at the end of the paper using *AMA Manual of Style, 10<sup>th</sup> edition* (please see *The Journal of the American Dietetic Association* or *the Journal of the Academy of Nutrition and Dietetics* format for examples). References should be reasonably current, and at least one reference must be from 2011 or later. **No references from non-peer-reviewed sources are allowed for this paper. You may not use direct quotes in your paper – it should be your own words, summarizing the research.**

**Format:** As you are submitting online, you do not need a cover page or headers/footers with your name. Your finished research article should be between 2-3 pages of text, using standard 12-pt font, double spaced, 1” margins throughout. (The text of the paper should be between 2- 3 pages EXCLUSIVE of title, name, and reference page).

Turn in your paper through the SafeAssign link on Blackboard. Your paper should be kept in a .doc format. **DO NOT TURN IN YOUR PAPER IN A .PDF FORMAT.**

Please review resources on blackboard for help with identifying peer-reviewed journals, primary research, etc.

**Researching/ Writing Resources:**

For assistance with research, the ASU Library provides online tutorials and assistance:

<http://lib.asu.edu/services/students>.

The Writing Center offers tutoring for:

- Understanding assignments
- Planning and organizing ideas
- Drafting and revising
- Developing effective writing strategies.

Please call for your 30 minute appointment. An ASU Suncard is required for check in.

Downtown Phoenix Campus - UCENT, Suite 164 - (602) 496-4278

Polytechnic Campus - CNTR Building, Lower Level - (480) 727-1452

Tempe Campus - UASB 140 and Hassayampa (Mesquite Hall), 2<sup>nd</sup> Floor - (480) 965-7272

West Campus - UCB 105 - (602) 543-6169

Please visit the website at <http://tutoring.asu.edu> for more information and for hours of operation



**Grading checklist:**

- Is topic appropriate for course?
- Is thesis statement underlined? Is thesis statement clear and strong, and state the student's educated opinion rather than a fact?
- Is paper easy to read?
- Does the paper discuss three primary research studies to support thesis?
- Is the flow of the paper logical?
  - Does the paper go off-topic?
- Are there grammar/spelling errors?
- Does paper follow guidelines?
- Are sources cited correctly?
  - At least 3 from peer-reviewed journals?
  - At least 1 from 2011 or later?
  - AMA Manual of Style, 10<sup>th</sup> edition format?
  - No non-peer reviewed sources used?

**Grading:**

Category	Exceptional (A work)	Satisfactory (B/C work)	Needs Improvement (D/F work)
Topic and thesis statement (30 points)	Topic appropriate for course; thesis statement appropriate, clear, strong, easy to understand; thesis statement is a professional opinion, backed up by research; paper supports thesis statement  27-30	Topic somewhat appropriate for course; thesis statement slightly inappropriate, unclear, slightly weak or slightly hard to understand; thesis statement is professional opinion, but not completely backed up by research; paper generally supports thesis statement  20 - 26	Topic inappropriate for course; thesis statement missing, inappropriate, unclear, weak or difficult to understand; thesis statement is simply a stated fact, rather than a professional opinion; thesis statement is a professional opinion, but not backed up by research; paper generally does not support thesis statement  19 or less
Research paper - content (40 points)	Paper easy to read and follow; discusses scientific studies that support thesis; flow is logical and discussion is clear. Statements are backed by references.  36-40	Flow is slightly choppy, paper hard to read/understand in a few areas; discusses scientific studies, but slightly unclear or unsupportive of thesis; discussion slightly unclear. Some statements are not backed by references.  27-35	Flow choppy, paper hard to read/understand; discussion unclear; does not discuss scientific studies; Many statements are not backed by references.  26 or less

<p>Research paper – grammar/spelling/ follows guidelines (30 points)</p>	<p>Paper well-written with no grammatical, spelling errors; 2-3 pages of text; follows guidelines</p> <p>27-30</p>	<p>Paper fairly well-written with few grammatical, spelling errors. A bit short or long; guidelines almost followed</p> <p>20-26</p>	<p>Paper has many grammatical, spelling errors; too short or too long; guidelines not followed</p> <p>19 or less</p>
<p>Sources (25 points)</p>	<p>At least 3 sources used from peer-reviewed journals; primary research only used; at least 1 from 2011 or later; sources cited correctly according to <i>AMA Manual</i>; all sources related to topic.</p> <p>22-25</p>	<p>One reference not primary research; no studies from 2011 or later; extra source(s) not from peer-reviewed journal; some sources cited incorrectly according to <i>AMA Manual</i>; some sources slightly off-topic</p> <p>18-21</p>	<p>Two or more references not primary research; Less than 3 sources used from peer-reviewed journals; no studies from 2011 or later; sources cited incorrectly according to <i>AMA Manual</i>; all/most sources off-topic</p> <p>17 or less</p>

## Appendix D

### NTR 351 – Consumer Article Guidelines (110 points – C1 and C3)

For your consumer article, you will be using the same topic that you researched for your research paper. (C2 and C4 – they have been given feedback at this point on the accuracy of their interpretation and evaluation of the evidence; they are now practicing the skill of writing about that evidence, in a consumer friendly language. They are expected to maintain the accuracy of the evidence, write in an engaging way that draws the reader in, use simpler language and less jargon, etc)

**Step 1:** With your topic in mind, you will want to visit a local bookstore or the library and browse various consumer magazines, to get an idea of how you can turn your topic into a consumer friendly article that you might read in a magazine. Look through magazines to get an idea of where your topic would be a “fit”. When you have decided on your magazine of choice, you will need to have a better idea of the magazine’s target audience before you start writing your article. You will want to find the magazine’s Writer’s Guidelines that describes their target audience (see lecture notes on Writing for Consumers).

**Step 2:** Complete the “Target Audience Assessment Questions”, (below), to further assess how your topic might fit into your chosen magazine.

**Step 3:** Brainstorm who might be a good person to interview for your article, if you were asked by the editor to include quotes from experts. List two different ideas, being very specific (in other words, do not just say “a doctor”. Find an appropriate person and list their entire name, credentials, and area of expertise). For this paper, you will not have time to actually interview the expert – this step is just designed to get you thinking of how to add depth to this type of writing, by including expert quotes.

**Step 4:** After you have decided on the direction you want to take with your paper, based on your assessment of the target audience, it is time to write your article. You should do any additional research needed to fill in any knowledge gaps you may still have on your topic. It may be helpful for you to start with an outline of your article, so that your finished article flows from topic to topic.

**Step 5:** Write your article! It should be between 600-650 words of text (exclusive of your magazine audience descriptions, possible experts to quote, title, side bars, and recipes). The article must clearly describe at least one research study, using consumer friendly language, somewhere in the text. You may not use direct quotes in your article, unless you actually interviewed someone and you are quoting them.

Do not spend too much time on formatting, but DO consider using subheadings and other elements of interest, to make your article more engaging to the consumer. Do NOT format your paper into columns! This makes it too difficult to provide feedback through Track Changes.

Submit your article through SafeAssign. Do not use publishing software to write your article - use standard .doc or .docx file formats.

**Your format must go like this (you can copy and paste this format directly into your file):**

**Title of Article** – (ex: 6 Best Foods to Share With Your Dog by Fan Tastic Student)

**Targeted Magazine** - (ex: The Natural Dog magazine) (Must be a real magazine!)

**Target Audience Assessment Questions – Be specific!**

1. Description of Target Audience from the Writer's Guidelines of the magazine (can be copied/ pasted from website) - (ex: The [Natural Dog®](#) annual is a fun, informative guide that helps owners give their dogs healthier, greener lifestyles.)
2. In general, what is most important/motivating to the magazine's target audience? What is not so important to them?
3. Thinking of your topic - Why might the magazine's target audience be interested in your topic?
4. What aspect of your topic would be uninteresting or uninspiring to your magazine's target audience?

**Two Proposed Experts You Might Interview For This Topic:** (List their full name, credentials, and area of expertise)

**Article text (600-650 words, exclusive of sidebars or recipes)**

Grading:

Category	Exceptional	Satisfactory	Needs Improvement
Topic and relevance to audience/magazine (25 points)	<p>Topic from original research; Target Audience Assessment Questions answered completely; article meets assessment findings – i.e., article appropriate for chosen magazine and target audience. Writing appropriate for the target audience.</p> <p>22-25</p>	<p>Topic partially from original research; Audience Assessment Questions almost answered completely; article almost meets assessment findings – i.e., article almost appropriate for chosen magazine and target audience. Writing almost appropriate for the target audience.</p> <p>18-21</p>	<p>Topic not from original research; Audience Assessment Questions not answered completely; article does not meet assessment findings – i.e., article not appropriate for chosen magazine and target audience. Writing not appropriate for the target audience.</p> <p>17 or less</p>
Consumer article - content (30 points)	<p>Paper easy to read, flow is logical and writing is engaging to a consumer; avoids jargon; uses appropriate language; explains concepts when needed. Adequately describes a research study in consumer friendly language. Described study supports article content.</p> <p>27-30</p>	<p>Paper mostly easy to read, flow is fairly logical and writing is somewhat engaging to a consumer; some use of jargon; some use of unclear language; some concepts unexplained. Research study slightly confusing or not explained adequately; research study. Described study almost supports article content.</p> <p>21-26</p>	<p>Paper not easy to read, flow is not logical and/or writing is not engaging to a consumer; uses jargon; uses inappropriate or unclear language; does not explain concepts when needed. Research study not mentioned, or mentioned but not explained; research study does not support article content</p> <p>20 or less</p>
grammar/spelling/ follows guidelines (25 points)	<p>Paper well-written with no grammatical, spelling errors; 600-650 words; follows guidelines</p> <p>22-25</p>	<p>Paper with a few grammatical, spelling errors; slightly too short or too long; almost follows guidelines</p> <p>18-21</p>	<p>Paper with many grammatical, spelling errors; too short or too long; does not follow guidelines</p> <p>17 or less</p>

<p>Science based information (30 points)</p>	<p>Information is science-based; no incorrect or inaccurate statements are made. Referred to research study appropriately.</p> <p>27-30</p>	<p>Information is mostly science-based; a few incorrect or inaccurate statements are made. Referred to research study, but slightly inappropriate.</p> <p>21-26</p>	<p>Information is not science-based; many incorrect or inaccurate statements are made. Did not refer to research study.</p> <p>20 or less</p>
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## Appendix E: NTR 351 Discussion Board Posts

C1: Each discussion post is expected to be well –written, and guidelines include a length requirement, as well as a reminder that spelling and grammar will be graded. Students are graded on content as well as quality of writing, and feedback is given on both.

### **Post 1: What’s Your Story?**

**This discussion serves three purposes:**

1. Exploring areas that interest you the most in nutrition and/or health - For this course, you will be choosing a nutrition or health topic that interests you, to complete three different assignments: a research paper, a speech, and a consumer article.
2. Practicing your storytelling skills - Knowing how to tell a personal story can be a powerful way to connect with your audience when you are communicating.
3. Meeting your classmates

### **Directions:**

1. In this discussion, you are to write your personal story about how you came to be in a Nutrition Communications course at ASU, and what areas of nutrition or health you find most interesting.

Here are some leading questions to help you, although you do not have to address each of them: What made you interested in nutrition/health in the first place? How did you decide to study nutrition or health? What has been your experience with food, dieting, nutrition, disease states? What is it that you ultimately want to communicate about nutrition, and to whom? How do you envision using nutrition or health in your future career?

2. When you have finished introducing yourself, start a new paragraph and give three areas of nutrition and/or health that you might be interested in exploring for your research paper.

3. For full credit, Be sure that your post is between 350-400 words (for parts 1 and 2 combined), and that you interact with two other students by replying to their posts. As this is a literacy general studies course, you will be graded on spelling and grammar, and you are expected to meet the length requirements for discussions.

### **Post 2: Nutrition Misinformation**

After you watch the presentation on Nutrition Misinformation and read the position paper on "Food and Nutrition Misinformation", visit the website that is linked below and poke around, looking for any red flags that this is junk science (you may need to copy and paste the URL into a new window):

<http://dm.tryrensa.com/dms2437/index.cfm?action=page.home>

Take notes of violations, or things that reveal that this is considered junk science. Then discuss your impressions, here.

For full credit, be sure your answer is between 200-250 words, and be sure to interact with others on the discussion board with a minimum of 50 words each.

### **Post 3: Simplifying Medicare**

Watch the simplified Introduction to Medicare video  
here: <https://www.youtube.com/watch?v=oOCikw1TNks>

This video is designed to help people understand a very complicated health topic, using plain language. Notice that the tool is also using visuals, to enhance understanding.

While you are watching the video, imagine that you are an older adult trying to enroll in Medicare. How does the video make you feel? Is the video easy to understand? Overwhelming? Too complicated? Reassuring? Imagine you were just listening to the video, rather than watching it - would it be harder to understand, without the visuals?

After you watch the video, comment on it here - do you think they did a good job of simplifying a topic that can be quite complicated? Consider the target audience - does the video speak to them adequately? For full credit, be sure your post is 250-300 words, and be sure to interact with at least two others in your group with at least 50 words in each reply.

### **Post 4: Public Speaking**

Part of becoming a better public speaker involves being a student of public speaking - that is, watching other people as they speak, and taking note of what you like and don't like about their techniques.

#### **Directions:**

1. Go to this website - TED: Ideas Worth Spreading, found at [www.ted.com](http://www.ted.com).

[Click here to go to the TED website](#)

This website is designed to provide excellent talks and performances free to the public. You may select any of the talks on the website to critique. You are watching for the public speaking technique used, rather than the content itself. Take note of how well the person is doing at public speaking; what are they doing that makes this a great speech, or what are they doing that distracts you?

2. For this discussion, share with your classmates your critique of a talk on TED - be sure to share which talk you are discussing (the name of the person, etc). Do you consider this a great speech? Did it hold your attention? What in particular do you like about it? Or, what in particular did you not like? Are there any techniques that you could "borrow" to enhance your own public speaking style?



3. For full credit, be sure your answer is between 200-250 words, and be sure to interact with others on the discussion board with a minimum of 50 words each.

### **Post 5: Writing for Consumers**

Many health and nutrition related articles written for consumers will mention research studies. For this discussion, find a consumer article on one of the following popular consumer websites (make sure the article you choose mentions at least one research study).

WebMD.com

CNN.com/health

Health.com

Healthfinder.gov/News

ScienceDaily.com

Read the article and notice how the author pulls in a research study to support the material. Come into this discussion board and complete the following discussion:

What is the title and URL of the article you read? How did the author introduce or discuss a research study? Do you think that this added value to the article? Explain your position.

Your discussion post should be 200-250 words, and you need to respond to at least two other students with a minimum of 50 words each for full credit

### **Post 6: Health Marketing**

1. After watching all five videos that are examples of health marketing campaigns, come into this discussion to share your favorite.

2. Why did you like it? What kind of change is it trying to make happen? Who is it targeting? Do you think that this campaign might actually promote change? What additional components of the campaign might help people to make the change that the TV ad is promoting?

3. For full credit, be sure your answer is between 200-250 words, and be sure to interact with others on the discussion board with a minimum of 50 words each.

### **Post 7: Industry Communications**

Nutrition information is communicated through advertising, and as with all nutrition information that is communicated through various channels, it may be biased, or even inaccurate. For this discussion, you may choose to critique industry advertising on television, or industry advertising

in a print material (such as a magazine). For this discussion, "industry" should be defined as food companies, restaurants, commercial diet programs, or gyms.

Critically examine one or more advertisements, and tell us about it - where did you find it, who is paying for it, what kind of nutrition message is it communicating, and how effective do you think it is?

Your answer should be 300-350 words. Make sure to interact with other students with a minimum of 50 words for full credit.

## Appendix F

### NTR 351 – Video Speech Guidelines (110 points) (C3)

**(Note: the online version of this course requires a video speech, while the face to face version requires a live speech during class. The guidelines remain the same)**

For your oral presentation, you will be doing a video speech that you post on the internet – however, the speech will be password protected, so that only the members of our class can view it. You will be using the same topic that you researched for your research paper (C4 – they have been given feedback on the accuracy of their evaluation and interpretation of the evidence. Now, they will practice the skill of speaking about this evidence, using consumer friendly language and delivering material geared towards a particular audience.) However, instead of writing about your topic for the audience of professionals, you will choose another audience of consumers to present to.

**Step 1:** With your topic in mind, you will want to decide who your audience will be. When choosing your audience, please be specific – “adult population” is not acceptable (an 18-year old male is very different from a 65-year old female, for example, but they both belong to the adult population), while “free-living senior citizens over the age of 65” is acceptable. Once you have your audience in mind, you can write your speech.

**Step 2:** Write a 4 to 6 minute speech about your topic, as if you are delivering it to your chosen target audience. In your speech, you must practice using the skill of storytelling and/or the skill of involving the audience (see lecture), and you must also describe at least one research study that supports your topic, in a consumer-friendly way (C3 – this assignment is designed to help them speak about research, but it is also designed to polish public speaking skills). Prepare an outline that will guide your speech (see below for outline requirements). You will want to practice your speech before you tape it, so that the final taped version is smooth and polished, and so that you do not need to refer to your notes much, if at all.

**Step 3:** Once your speech is practiced and polished, record your speech with a video camera of your choice. Do not edit your speech – deliver your video speech as if you are delivering to a live audience. The finished video should be 4 to 6 minutes long. When you are finished, you will upload your video to Vimeo.com (see below for details).

**Step 4:** When you receive the link to your vimeo video, list the URL and your password on your speech outline, and submit the speech outline through the link on our course shell.

**Speech outline requirements:** Your speech outline should be no more than one page, should start with the speech title and target audience, list the URL and password for your online speech, list the main three points of your speech, and should contain one final take-home message. Your outline should not be your entire speech written out!

Format your outline like this:

**Speech title and target audience**

URL and password for speech on vimeo

- A. This is your main point A
  - 1. here is a supporting statement
  - 2. here is another supporting statement
- B. This is your main point B
  - 1. here is a supporting statement
  - 2. here is another supporting statement
  - 3. here is another supporting statement
- C. This is your main point C
  - 1. here is a supporting statement
  - 2. here is a supporting statement
- D. This is your take-home message

**Uploading video directions:**

Sign up for a free account at [Vimeo.com](http://Vimeo.com). You may wish to use their tutorials to learn more about uploading videos.

When you are ready, click on the “Upload”, then click on “Choose a Video to Upload”. While your video is uploading, enter your title, and in the description section, type in your target audience. Then, click on the “privacy” tab. Under “Who can watch this video?”, choose the last option “Only people with a password”. When prompted, enter in a password of your choice (be sure that you write it down, because you will list your password on your outline!) Also in the privacy section, you may want to click “nowhere” for the embedded video option (so that no one can embed your video elsewhere), and uncheck both options under the section “What Can People Do With This Video?”. Click on “Save Changes”.

**Please note:** you must allow time for your video to upload on the website – it typically takes about 24 hours for this process. Therefore, you will need to complete your speech and upload it at least a few days before the due date.

When your video is completely uploaded, vimeo will send you an email with the link. Once they send you the link, print the URL on your outline along with your password, and submit your outline through SafeAssign.

Grading:

Category	Exceptional (A work)	Satisfactory (B or C work)	Needs Improvement (D or F work)
Topic and relevance to chosen audience (25 points)	Topic from original research; speech appropriate for chosen target audience  22-25	Topic partially from original research; speech mostly appropriate for chosen target audience  18-21	Topic not related to original research; speech not appropriate for chosen target audience or no audience defined.  17 or less
Speech - content (30 points)	Speech content easy to follow, logical, relevant to topic, and polished; used storytelling and/or involving the audience. Described research in consumer-friendly way; take-home message was clear, actionable, and science-based.  27-30	Speech content had some issues in one or two of these areas:  easy to follow, logical, relevant to topic, and polished; used storytelling and/or involving the audience. Described research in consumer-friendly way; take-home message was clear, actionable, and science-based.  21-26	Speech content had some issues in three or more of these areas:  easy to follow, logical, relevant to topic, and polished; use of storytelling and/or involving the audience, Described research in consumer-friendly way; take-home message was clear, actionable, and science-based.  20 or less
Speech - delivery (30 points)	Presenter was at ease, looked at the camera, presented self well, seemed practiced and polished; did not read from notes; did not edit speech; speech was appropriate length  27-30	Presenter was mostly at ease, looked at the camera, but looked away at times, presented self fairly well, seemed somewhat practiced and polished; read from notes somewhat; some editing done to speech; speech was slightly too short or too long  21-26	Presenter was not at ease, rarely looked at the camera, did not present self well, seemed unpracticed and not polished; read from notes a lot; speech was edited; speech was too short or too long  20 or less

<p>Outline (25 points)</p>	<p>Outline was complete, followed guidelines, and was logical. Contained title, target audience, three main points, supporting bullet points, and take-home message. Speech followed outline.</p> <p>22-25</p>	<p>Outline was not quite complete, mostly followed guidelines, or flow was not quite logical. Missing one of the following: title, target audience, three main points, supporting bullet points, and take-home message. Speech mostly followed outline.</p> <p>18-21</p>	<p>Outline was not complete, did not follow guidelines, or flow was not logical. Missing two or more of the following: title, target audience, three main points, supporting bullet points, and take-home message. Speech did not follow outline.</p> <p>17 or less</p>
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## **Appendix G**

### **Course Catalog Description:**

Approaches of nutrition and health communications; development of nutrition and health communication materials for selected target audiences.

### **Required textbook:**

Switch by Chip and Dan Heath, publisher Broadway Books, copyright 2010 (see table of contents, next page)

### **Other required reading posted on blackboard: (there are also videos posted for required viewing)**

Peer Reviews, Empirical Research, and Review Articles written for the course by ASU librarians

Evaluating the Evidence. International Food Information Council Foundation

\*Two recent research articles that are used for an assignment – will change every other semester, to remain current

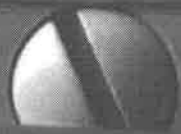
Food and Nutrition Misinformation Position Paper. American Dietetic Association

Plain Language Thesaurus for Health Communication. Centers for Disease Control.

Simply Put. Centers for Disease Control

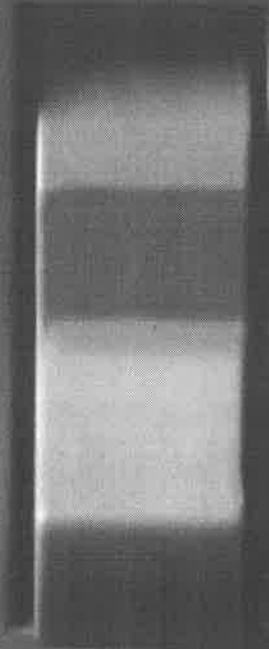
(Additional readings will be posted and will vary, based on current news; Twitter articles related to health communications will also be posted, as part of the social media assignment for the class)

# SWITCH



HOW TO CHANGE THINGS

WHEN CHANGE IS HARD



**CHIP HEATH & DAN HEATH**

THE BESTSELLING AUTHORS OF

**MADE TO STICK**



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