



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE August 10, 2009

1. ACADEMIC UNIT: Nutrition Program of the College of Nursing

2. COURSE PROPOSED: NTR 351 Nutrition and Health Communications 03
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Richard (Rick) Hall Phone: 602-284-4607
Mail Code: 0180 E-Mail: rick.hall@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [x]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [x] No [] Yes; Please identify courses: _____

Is this amultisection course?: [x] No [] Yes; Is it governed by a common syllabus? _____

Chair/Director (Print or Type)

Signed hardcopy on file
Chair/Director (Signature)

Date: _____



ASU Criteria Checklist – Literacy
NTR351 - Nutrition and Health Communications

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1 - At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report	350 points out of 645 for the course are based on two written essays, one prepared speech, and two peer-reviewed writing assignments	Assignments 1 & 2 * Oral presentation * Peer review (oral) * Peer review (paper) * * See Syllabus, page 3, 4
C2 - The composition tasks involve the gathering, interpretation, and evaluation of evidence	Students are to develop a paper based on three peer-reviewed, scientific papers related to nutrition (assign 1); students are to develop a food guide with detailed backgrounder based on research (assign 2); prepare speech based on same criteria (assign 3)	Assignments 1 & 2 * Oral presentation * Peer review (oral) * Peer review (paper) * * See Syllabus, page 3, 4
C3 - The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Course includes two writing tasks and one major speech based on topic of interest. Please see syllabus.	Assignments 1 & 2 * Oral presentation * * See Syllabus, page 3, 4
C4 - 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>	Students prepare one assignment based on a topic of interest. These assignments are distributed to both the instructor and (blindly) to other students for a peer-review. Students are given feedback both from the instructor and the peer(s) before completing subsequent assignments on the same topic.	Assignments 1 and 2 and the oral speech are based on the same topic. Students are given feedback from instructor and from peers throughout the process (both on written papers and speeches). See syllabus for detailed explanation.



ARIZONA STATE UNIVERSITY

Nutrition Communications

NTR 351

Syllabus - Fall 2009

Tuesday / Thursday

10:30 AM - 11:45 AM

INSTRUCTOR:

Rick Hall, MS, RD

Email: rick.hall@asu.edu

Catalog Description: (3 Credit Hours)

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

Prerequisites: NTR 100 or NTR 241, ENG 101

Required Text: Communicating Public Health Information Effectively; Nelson, David

Objectives / Goals:

- Determine the roles of nutrition professionals in disseminating health information to the public
- Develop skills needed to find, read and understand scientific studies and determine how to communicate the results of the research to others
- Develop writing skills needed to effectively convey a message to laypersons and public officials
- Recognize effective models and theories of health communication and understand ethical considerations involved
- Develop and practice public speaking skills
- Explore career options for nutrition professionals in public communication

Expectations:

- Prompt attendance and participation is expected and will be recorded. The instructor reserves the right to factor absenteeism when determining overall course grade as allowed by ASU policy.
- There are no make-up examinations. All students are expected to take the exams on the days they are given.
- A quiz will be given at the very beginning or end of class on three unannounced days. Once the quiz is handed out, no additional students will be given the opportunity to take the quiz.
- Assignments are to be turned in at the beginning of class. Assignments turned in after 10:40am on the day due will be considered one day late.
- A 10% reduction of grade, per calendar day, will be assessed to all late assignments.



ARIZONA STATE UNIVERSITY

Class Disruptions:

Disruptive behavior in the classroom will not be tolerated. Disruptive behavior includes eating in the classroom, talking with classmates during the lecture, entering the classroom late and loudly, reading unrelated materials during class time, loud gum chewing and popping, pen and pencil tapping, packing up while the professor is still speaking, and off-topic discussions. Please silence your cellular telephones and beepers upon entering the classroom.

Student Integrity:

This class will follow standard university procedures for grading, issuing of incompletes, and academic integrity. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. Use of cell phones and all communication devices (*ie*: PDAs / Blackberries) is *prohibited* during class and exams.

Book Chapter Outline:

Finding Credible Nutrition and Health Information
Issues in Health Communications
Communication Framework
Translating Health Data
Communicating to Inform
Communicating to Persuade
Nutrition and Media
Informing the Media
Informing Policy Makers
Informing Health Organizations
Communicating to Diverse Populations
Writing in Public Health Nutrition
Writing Styles
Persuasive Writing
Public Policy
Oral Presentations

Class Schedule:

	August 26	First Day of Class
September 30 October 7		Exam #1 Assignment #1 Due – Paper
October 16	Peer Review (Paper) Due	
October 23 October 28		<u>Class Meets Online Only</u> Exam #2
	October 30	Assignment #2 Due
October 30 – December 4		Presentations
October 30 – December 4		Peer Reviews (Of Presentations) Due
November 27 December 9		Thanksgiving observed (no class) Last Day of Regular Class
	December 10	Reading Day
December 16	<u>9:50 - 11:40 AM</u>	Final Presentations

Point Allocations: (RED = Criteria for C1)

Exam #1	100 points
Exam #2	100 points
Assignment #1	100 points - C1
Assignment #2	100 points - C1
Oral Presentation	100 points - C1
Peer-Reviews	
Paper	50 points - C1, C4
Presentation	50 points – C1, C4
Quiz #1	15 points
Quiz #2	15 points
Quiz #3	15 points
Total Points Possible	645 points

Grades:

Students will demonstrate knowledge of the course material through exams, assignments and participation. Regular assignments will be handed out three weeks before they are due. Final grades are based on points earned, not rounded percentages.

<u>Points Earned by Student</u>	<u>Final Grade Assigned (based on)</u>
607 - 645	A (94-100%)
581 - 606	A- (90-93%)
562 - 580	B+ (87-89%)
542 - 561	B (84-86%)
516 - 541	B- (80-83%)
497 - 515	C+ (77-79%)



452 - 496	C	(70-76%)
387 - 451	D	(60-69%)
386 or below	E	(59% or below)

Brief Overview of Assignments and Projects

Detailed expectations for each assignment and project will be provided in class. The abstract descriptions below are included for your information.

Assignment 1 – C1, C2

Each student will locate and turn in three full-text peer-reviewed research studies on one topic and provide a one-page summary and critique of each article. Additionally, each student will prepare a brief (400-500 word) article written on the same topic which summarizes the findings discovered, conclusions drawn, and/or areas indicated for further research.

Assignment 2 - C1, C2, C3

Each student will develop a food guide designed to replace the current USDA Food Guide Pyramid. The guide will be based on credible, scientific nutrition information and will be geared to a specific audience chosen by the student (*for example*: elderly, children, aids patients, etc...). It is recommended that the audience / topic chosen follow the topic used for the first assignment. A backgrounder (1-3 page) will be prepared to justify / specify recommendations made.

Oral Presentation - C1, C2, C3

Each student will prepare a persuasive presentation. Each student must choose a pre-approved topic of controversy in nutrition, research the topic, prepare a presentation with visual aids and persuade the audience on conclusions based on research.

Peer-Reviews - C1, C2, C3, C4

- 1) Each student will review one other student's brief article (assignment #1) and critique it based on guideline provided in class.
- 2) Each student will also evaluate the persuasive presentations of classmates (through feedback forms and questions asked during and after the presentations).

* Students' grades on the assignment and presentation will not be affected by peer-reviews; however, the reviews themselves will be graded and are included in the individual reviewer's overall course grade as detailed in the syllabus.