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
   - Literacy and Critical Inquiry–L ☒
   - Mathematical Studies–MA ☐ CS ☐
   - Humanities, Fine Arts and Design–HU ☐
   - Social and Behavioral Sciences–SB ☐
   - Natural Sciences–SQ ☐ SG ☐

   Awareness Areas
   - 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: ☒ No ☐ Yes; Please identify courses: ______________________________

   Is this a multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _________

Signed hardcopy on file
Chair/Director (Print or Type) ____________________________  Chair/Director (Signature) ____________________________

Date: ____________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
### ASU Criteria Checklist – Literacy

NTR351 - Nutrition and Health Communications

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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</thead>
<tbody>
<tr>
<td><strong>C1</strong> - 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.</td>
<td>350 points out of 645 for the course are based on two written essays, one prepared speech, and two peer-reviewed writing assignments.</td>
<td>Assignments 1 &amp; 2 * Oral presentation * Peer review (oral) * Peer review (paper) * * See Syllabus, page 3, 4</td>
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<td><strong>C2</strong> - The composition tasks involve the gathering, interpretation, and evaluation of evidence.</td>
<td>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).</td>
<td>Assignments 1 &amp; 2 * Oral presentation * Peer review (oral) * Peer review (paper) * * See Syllabus, page 3, 4</td>
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<td><strong>C3</strong> - The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.</td>
<td>Course includes two writing tasks and one major speech based on topic of interest. Please see syllabus.</td>
<td>Assignments 1 &amp; 2 * Oral presentation * * See Syllabus, page 3, 4</td>
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<tr>
<td><strong>C4</strong> - 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. <em>Intervention at earlier stages in the writing process is especially welcomed</em></td>
<td>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.</td>
<td>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.</td>
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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.
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**  
Exam #1

**October 7**  
Assignment #1 Due – Paper

**October 16**  
**Peer Review (Paper) Due**

**October 23**  
Class Meets Online Only

**October 28**  
Exam #2

**October 30**  
Assignment #2 Due

**October 30 – December 4**  
**Presentations**

**October 30 – December 4**  
Peer Reviews (Of Presentations) Due

**November 27**  
Thanksgiving observed (no class)

**December 9**  
Last Day of Regular Class

**December 10**  
Reading Day

**December 16 9:50 - 11:40 AM**  
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.

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