NUTRITION 11
CURRENT TOPICS AND CONTROVERSIES IN NUTRITION
(2 units) SUMMER 2007

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Course Goals:

To provide for students with a general interest in nutrition an opportunity for exploration through readings and discussion of current applications and controversies in nutrition. The course will expand the scope of treatment of selected topics beyond that which can be provided in Nutrition 10. Topics will change from year to year to reflect current interests and issues. (GE & writing experience)

Text: Selected readings from Contemporary Nutrition, Wardlaw & Smith Ed. 6, 2006 (on reserve at Shields Library under Nut 10 & 11)

Course Format:

A section of 25 students led by a graduate student in Nutrition will meet twice weekly for 90 minute class meetings. Four of these will be discussion meetings, each devoted to one topic. Reading assignments and short writing assignments will be made and further reading encouraged. Each student will be scheduled to make two brief oral reports during the term. Each student will be required to complete a mini-term paper on a suitable topic, based on library research. Letter grading for General Education credit; letter grades or P/NP for others.

Example Topics:


Date Prepared: July 2007
# Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug 6</td>
<td>Organization and assignments</td>
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| Aug 8 | Library course – Instruction Lab 165 Shields  
Class time: 1 – 2 p.m.  
2 – 3 p.m. |
| Aug 13 | Short oral reports #1 |
| Aug 15 | Short oral reports #2 |
| Aug 20 | Seminar topic #1 - Nutrition and Athletic Performance |
| Aug 22 | Seminar topic #2 – Obesity Treatment: Diets & Surgery |
| Aug 27 | Term paper writing course |
| Aug 29 | Seminar topic #3 - TBA |
| Sept 3 | **Holiday** |
| Sept 5 | Seminar topic #4 - TBA |
| Sept 10 | Nutrition in the news discussion |
| Sept 12 | Mini-term paper reports |
ABOUT ASSIGNMENTS

(1) Short oral reports. Class meetings in week 2 will be used for short oral reports. Each student will be assigned a journal paper as the basis for a 3-5 minute report; half of the class will report on 8/13 and the remaining half on 8/15.

Each reporting student will also prepare a written summary (1 page/250 words) of his/her report, which will be due when the report is given. The oral and written report is a summary (following format given in class) using simplified terms and students own wording.

(2) Seminar reports. Each student will give an oral report (journal paper and background reading) to the class on a reading assignment which is part of a seminar topic. Reports should be limited to 5-7 minutes each.

Each reporting student will also prepare a written summary (2 pages/500 words) of his/her report, which will be due at the seminar meeting.

(3) Discussants. For each seminar report to be given, 2 students will be assigned with the readings to initiate discussion of the report.

(4) Nutrition in the news – each student is to submit a current newspaper article that focuses on a nutrition topic/research. A first page copy of a related primary research article and a first page copy of a related review article is also submitted for credit.

(5) "Mini"-term paper. Each student will prepare a term paper of 1000 words based on library research on an approved topic. The proposed topic title will be due no later than the fourth class meeting (August 15). A topical outline of the term paper (including thesis statement) and the library resource materials to be used, will be due no later than the eighth (August 29) class meeting.

The mini-term paper is due at last class meeting (September 12).

(6) There is no final examination.
NUTRITION 11
SUMMER 2007

GRADING PLAN*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Short oral report</td>
<td>8</td>
</tr>
<tr>
<td>Written summary</td>
<td>5</td>
</tr>
<tr>
<td>Oral seminar report</td>
<td>23</td>
</tr>
<tr>
<td>Written seminar summary</td>
<td>9</td>
</tr>
<tr>
<td>Nutrition in the News</td>
<td>5</td>
</tr>
<tr>
<td>Seminar and class discussion</td>
<td>20</td>
</tr>
<tr>
<td>Mini Term paper and outline</td>
<td>30</td>
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<td>100</td>
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*25% point deduction for late assignments submitted within 4 business days of due date

Unexcused absences -5 (Note: missing class may significantly impact your course grade.)

Extra credit:
- Library resource course +5
- Online reading quiz +3

90-100%+ A-/A/A+
80-89% B-/B/B+
70-79% C-/C/C+
60-69% D-/D/D+
<59% F

Finding your assignment in Library Reserves:

Instructions for finding your assignment online:

2. Under Assignments, click Readings in Library Reserves.
3. This brings up a screen that says Basic Search: UCD Course Reserves. Choose Course Name (the default choice) from the Search Field drop-down menu. Type Nut011 (no spaces) into the Search For box and hit the Search button.
4. At the bottom of the full citation record, next to the heading that says URL/Web address, double click the web page icon. Another screen will come. Double click the webpage icon again.
5. On the new screen that appears, scroll down to find “Nut011 course materials”. Scroll down to find the Short Oral Report lists. You have been assigned a paper from Short Oral Report list #1 or list #2. Select your paper from the appropriate list to see the full-text PDF of your assigned reading.
1. **Use your own words.** You’re a newspaper reporter.

2. **Tell a story about the most interesting results.**
   Read the study (perhaps a few times) and then *put it away* and think about what you remember from it – what stood out?

3. **Use the active voice (subject-verb-object) whenever possible.**
   e.g. “The scientists measured blood cholesterol levels.”
   *not* “Blood cholesterol was measured.”

4. **Describe studies in past tense.**
   e.g. “The scientists measured blood cholesterol levels.”
   *not* “The scientists will measure/are measuring blood cholesterol levels.”

5. **Avoid jargon.**
   If you need to use a technical term, define it.

6. **Be concise! Follow assigned word counts.**

7. **Proofread carefully.**
   Let your first draft sit before you proof it.
   Read out loud.
   Check agreements (subject/verb, singular/plural, etc.)
   Watch pronouns. Will the reader know what “it” means?

8. **Remember your audience.**
   Write for your peers – people who are intelligent and interested in nutrition, but don’t have formal training in nutrition science.
Using Your Own Words

Paragraph from a scientific journal article:

“In recent years, there has been a growing awareness of the powerful influence of certain environments and prevalent environmental factors [on childhood obesity]. For young adolescents, the school environment is recognized as an influential setting, and school environmental factors have been implicated in the rising rates of childhood obesity. For example, the pervasiveness of school a la carte and vending programs that sell foods and beverages that are high in calories and low in nutrients is well documented. Moreover, studies demonstrate an association between the presence of these programs and dietary practices that likely contribute to overweight in young adolescents. Other school food practices that may contribute to the development of obesity include the use of foods high in calories and low in nutrients in school and classroom fundraising and as rewards and incentives for students. Descriptive data suggest that these school practices may be as prevalent as a la carte and vending programs. However, to our knowledge, there are no studies evaluating the association between these practices and overweight among young adolescents.”


“Plagiaphrasing” – borrowed and “remixed” phrases or sentences:

School environmental factors are implicated in the increased rates of childhood obesity. For example, school a la carte and vending programs that sell foods and beverages that are high in calories and low in nutrients are very common. These programs and dietary practices may contribute to overweight in young adolescents. Foods high in calories and low in nutrients are also used in classroom fundraising and as rewards and incentives for students. However, no studies have evaluated the association between these practices and overweight.

How could you put this information in your own words?

Being overweight is a problem for middle school students. Scientists think the problem is partly caused by the things kids eat at school. Before this study was done, research showed that many middle schools sold junk food in vending machines and for school fundraisers. Scientists also learned that teachers often rewarded their students with junk food. But nobody had ever tested whether schools with junk food really had more overweight students than other schools.

For more information on preventing plagiarism in your writing, please see “Avoiding Plagiarism; Mastering the Art of Scholarship,” available on the web at <http://sja.ucdavis.edu/files/plagiarism.pdf>