Course Description:

The course consists of reading and analyses of basic and applied research in nutrition.

Course Objectives:

- Students will develop enhanced critical thinking skills in the analysis and evaluation of nutrition research.
- Students will gain a better understanding of current research conducted in nutrition.
- Students will practice critical evaluation of presentations by peers.

Readings: No textbook is required for the course. Students should read assigned articles.

Course Evaluation:

Attendance-15 (1 per day): MUST SIGN IN, NO EXCUSES ALLOWED!!!
Points of Seminar Excellence-15 (5 points per item)
Four-slide Seminar-15
30-minute Seminar-25
Critique skills-15
Research Participation or Alternate Assignment-15
Total=100

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.5-100</td>
</tr>
<tr>
<td>A-</td>
<td>89.5-92.4</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.4</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82.4</td>
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<tr>
<td>C+</td>
<td>77.5-79.4</td>
</tr>
<tr>
<td>C</td>
<td>72.5-77.4</td>
</tr>
<tr>
<td>C-</td>
<td>69.5-72.4</td>
</tr>
<tr>
<td>D+</td>
<td>67.5-69.4</td>
</tr>
<tr>
<td>D</td>
<td>62.5-67.4</td>
</tr>
<tr>
<td>D-</td>
<td>59.5-62.4</td>
</tr>
<tr>
<td>F</td>
<td>below 59.5</td>
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Points of Seminar Excellence: You may request as many points of excellence as you wish, but only the top 3 will count. Points of excellence are worth 0-5 points per item. You must request points of excellence during the classes in which they are done. Requests must be made in duplicate on supplied Points of Excellence slips, so that the student and instructor both have copies to verify the points awarded. Points of excellence are awarded for special insights or actions that add to the seminar(s) of that day. Items include but are not limited to the following: comments that add to the information presented by someone else, excellent questions to the presenter, a critique of a study that was missed by the presenter, seminar enhancements (refreshments, examples, etc.), and much, much more.

Four-slide Seminar: The four-slide seminar will be on a topic related to research conducted by Dr. Kern over the past two decades. A list of topics to select from will be provided via Blackboard. Topics and dates for your seminars will be determined by the 2nd class meeting. Come to that class with your top several selections in mind. The seminars must be presented using Powerpoint. Slides should be short on words and rich with data and may be “layered” if appropriate. The first slide should include the title of the presentation, but may have other information as well. Points will be severely deducted for simply reading slides or notecards. The seminar should be completed within 10 minutes.
30-minute Seminar: The 30-minute seminar will be on a current topic in nutrition. The topic may be selected by the student, but will require advanced approval by Dr. Kern. Each seminar will address a specific issue and must be presented in as exhaustive of a manner as possible for a 30-minute seminar. Topics and dates for your seminars will be determined by the 2nd class meeting. One week before your seminar, you MUST provide a copy or link to a copy of a pertinent article to everyone in the class, so they can be familiar with the topic before your presentation. The seminars must be presented using Powerpoint. Do not simply provide a series of article critiques, but rather integrate research studies into a coherently outlined presentation that develops the topic in a logical manner. This format will require presentation of data from studies, but will not require extensive discussion of every detail of a study. Powerpoint slides should not be cluttered with information that is not needed, but rather data or very simple points to guide the discussion. Points will be severely deducted for simply reading slides or notecards. DO NOT READ SLIDES OR NOTECARDS!!! At least 1 “Wow Slide” is required for each seminar. A “Wow Slide” will be a single slide or slide series that allows the audience to visually understand the concept being described and impresses them so much that say “WOW”. You might want to get very familiar with Powerpoint features early on so that you can construct the most impressive slide or slide series possible. Examples of “Wow Slides” might include one slide or a series of slides that visually depicts key processes involved in metabolism or the development of a chronic disease, etc. This slide or slide series will account for 20% of your grade for that seminar. If you are not finished within 30 min, 1 point will be deducted per min over 30.

Critique Skills: Seminar grades will be based on a composite of the instructor’s scores and the scores of classmates assigned to critique the seminar. Each student will be assigned to critique three seminars throughout the class. Each critique will be worth 5 points and will graded by the instructor. The following criteria will be used by students for critiquing/grading seminars.

a) Style/Delivery (4 points): consider the presenter’s articulation, delivery style, ease for following presentation, etc.

b) Content (4 points): demonstrated high level of understanding information, provided most interesting insights, completeness of topic coverage, etc.

c) Visual Stimulation (4 points): consider slide format, color scheme, ease of reading, appropriate slide information, etc.

d) Other Qualities (4 points): consider your perception of the presenter’s preparation, ability to capture and hold the audience’s attention, etc.

e) Wow Slide (4 points): if you truly say “wow” to yourself, award 4 points. If it’s less impressive grade accordingly.

You may consider the following scoring rubric for assigning points. Half points are allowed.

0=The presenter should have never gotten out of bed today
1=It was barely apparent that the presenter was alive
2=Nice effort for what seems to be last-minute work
3=I was interested about 70% of the time
4=A captivating seminar, barely any improvement needed

Each of the above scores will be followed with a brief explanation that should be meant to help the presenter. You will submit your critiques during the class periods in which your critiques are assigned. The scores of the students’ critiques will be added to the scores of the instructor’s critique, which will be weighted for double points, to determine the total score out of 100. Critiques will be evaluated by the instructor on a scale of 0-5 based on the instructor’s agreement with the critique description and score using the following rubric:

0=Totally disagree, 1= Agree 20%, 2=Agree 40%, 3=Agree 60%, 4=Agree 80%, 5=Agree almost 100%

Research Participation or Alternate Assignment: To gain a better understanding of research in nutrition, each student will participate in a research project regarding food consumption and cognition. Students will participate in two testing sessions following an overnight fast. Test sessions will take approximately 2.5 hours. Testing will be scheduled to occur on M/W by 9:00AM or T/Th by 8:00AM. Students will contact Kara Zimmerman at (karazimm@gmail.com) to schedule testing. Students must complete the two test sessions by November 30. Since the project is scheduled outside of class time and since several fingerstick blood collections will be required during testing, an alternative 6-hour assignment will be allowed if requested and two normal class sessions will be cancelled during the semester.