

KINE 150W
NUTRITION IN HEALTH & DISEASE
COURSE OUTLINE Fall 2011
TR 11:00 - 12:15
Adair Hall 108

Professor: Ken Kambis, Ph.D.
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Office Hours: TR 12:30-1:30; W 11:00 – 12:00

Required Texts: *Publication Manual of the American Psychological Association*. Latest Edition, American Psychological Association, 750 First Street, NE, Washington, DC.

Grading: Paper.....60%
Presentations.....20%
Class Participation.....20%

Nutrition and exercise are the two most important controllable factors related to health and well-being. We choose how much and what type of exercise we engage in and we also choose how much of and what types of foods we eat. The fact that such controllable nutritional behavior plays an extremely important role in our health is the basis of this course.

Course Description:

This course will examine how specific components of foods may (or may not) impact our health and disease conditions. Nutrition science is relatively new and is therefore susceptible to exploitation by unscrupulous people. Many people do not know what to believe when they hear about or read conflicting reports concerning nutrition and health. This course will encourage its participants to search existing peer-reviewed literature in a thoughtful way in order to establish a basis for critical evaluation of the current level of understanding of nutrition in health and disease. By reviewing the literature, reporting your findings to the class, and preparing a 10-12 page formal term paper on a specific topic related to nutrition in health and disease, you will be able to develop writing skills, presentation skills, peer feedback skills and, hopefully, a better understanding of how important nutrition is to the health of individuals and to the public.

Any student who receives a "C-" or better will have satisfied the lower-division writing requirement. Any student who has not already satisfied the writing proficiency requirement and who receives a grade below "C-" in the course will still have to satisfy the requirement.

During the fourth week of classes, a first draft of the student's paper will be submitted. Evaluation will consist of recommendations for modifying the construction of the paper and suggestions of where to focus and expand the literature review.

A 10-12 page draft of the formal writing assignment will be due during the 8th week of classes. It will be evaluated on the basis of clear and concise writing adhering to the *Publication Manual of The American Psychological Association* guidelines. This draft will also be evaluated on the basis of the "Writing Goals & Skills" established by the Writing Committee which are included in this Course Outline. A final 10-12 page paper will be due at the beginning of the last week of classes.

Individual meetings with students will compliment the instructor's comments when necessary.

Goals and Skills for William & Mary Lower-Division Writing Requirements

Writing Goals: Students who complete the lower-division writing proficiency should be aware of the rhetorical nature of academic writing: i.e., that the task of academic writing is to clearly and persuasively communicate their ideas. They should also learn that the process of writing includes revision and self-editing. Ultimately, they should aspire to prose that communicates complex and sophisticated ideas through a lively, intelligent, interesting human voice.

Writing Skills: A well-written academic essay:

- Shows an awareness of the audience's needs and expectations within the context of a specific assignment and/or discipline.
- Presents a convincing argument that is analytic, interpretive, or explanatory in nature and exhibits independent thought and engagement with the subject matter.
- Articulates a focused thesis.
- Supports the thesis with persuasive evidence.
- Uses logical transitions to guide the reader through the stages of a compelling argument.
- Has an effective introduction and conclusion.
- Contains well-structured paragraphs.
- Uses concrete and precise language.
- Uses an engaging, concise style characterized by strong verbs and active voice.
- Shows the writer's conscious command of the elements of a sentence by avoiding disruptive grammatical errors, such as dangling modifiers, subject/verb disagreement, vague or ambiguous pronoun antecedents, and mistakes in punctuation.
- Synthesizes outside sources, when used, into the larger argument.
- Uses appropriate documentation form.

During the first week of classes, an overview of the Scientific Method will be covered as it pertains to the subject matter presented in this course. Introduction to PubMed and the Swem Library electronic journal database will be made at this time. Swem Library staff will be available to assist students with accessing references either at Swem Library or during a special work session with the entire class. A tour of the Writing Resource Center will provide students with access to valuable help with developing writing skills.

Writing Instruction: The class will be instructed how to access and understand peer-reviewed journal articles published in the student's chosen topic area. In-class explanation of literature searches will be done first in the semester and examples of "good writing" and "bad writing" will be studied. This will be accompanied by an overview of the required APA *Publication Manual* recommendations for writing style and grammar. A revision of the first draft will be done based on the instructor's critique and recommendations. This "first revision" will be critiqued and suggestions for improvement will be made prior to the final 10-12 page paper being submitted. Student with special needs will be provided all available assistance from the instructor and from the Writing Resource Center. Individual consultations and referrals to appropriate resources on campus will be available to all students.

BEHAVIORAL OBJECTIVES (in addition to a well-written academic essay)

The successful Nutrition in Health & Disease student should be able to:

1. Demonstrate competence in searching peer-reviewed literature sources.
2. Demonstrate the ability to critically assess information garnered from the literature.
3. Present journal articles to the class (audience) in clear and concise format.
4. Produce well-written "Reaction Papers" in response to journal article presentations.

Presentation and Participation Instruction: Each student will present at least three journal articles to the class. Presentations should be 10 minutes in duration followed by five minutes of questions from the audience. Powerpoint slides work very well as a primary visual aid. All articles to be presented should be made available to the class at least three days prior to the presentation in order for the audience to prepare. Therefore, journal articles selected for presentation must be available in free full-text format from an electronic database accessible by class members. Links to these journal articles must be provided to the instructor for posting on our Blackboard website at least three days prior to your presentation.

During presentations, the audience will complete a peer-review form assessing the student's presentation. This peer-review will be used as part of the student's presentation evaluation. Class participation will be evaluated on the basis of thoughtful questions asked the presenter after each journal article presentation and upon participation in several group discussions of specific aspects of nutrition in health and disease.