



DEPARTMENT OF FOOD AND NUTRITION

Department Writing Plan Version II

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Summary

February 2019 update: This document is updated to reflect assessment data from spring 2018 along with recommendations for “closing the loop” – pedagogical and curriculum suggestions for incorporating what the assessment tells us about student writing into back into classrooms can be found in Appendix A, B, and C.

In Spring 2013, the Department of Food and Nutrition (FDNT) expressed interest in improving the delivery of writing education for students in its major programs – Dietetics, Culinary Dietetics, and Nutrition. Then incoming department Chair, Rita Johnson, and Director of Writing Across the Curriculum, Bryna Siegel Finer, met to discuss implementing a writing-enriched curriculum, which would entail a focus on writing-to-learn pedagogies in most FDNT courses. Food and Nutrition is the first department on campus to implement a Department Writing Plan (DWP).

In creating their writing-enriched curriculum, two FDNT faculty, Nicole Clark and Jodie Seybold, served as liaisons between WAC and FDNT. They used a template borrowed from the University of Minnesota¹ and adapted by Siegel Finer to thoroughly investigate where and how writing was already being taught in the FDNT curriculum, and where and how writing could be added to the curriculum, in order to draft the DWP for their department instructors.

In the two and half years that Clark and Seybold developed the DWP, they met with Siegel Finer monthly or bi-monthly. Members of their faculty also attended several workshops run by Siegel Finer, including the two-day Liberal Studies writing workshop that occurs each May. Clark, Seybold, and Siegel Finer also developed an IRB-approved survey (Appendix A) of seniors graduating from FDNT programs; the first survey was given in spring 2015 to determine baseline perspectives of their education as writers in their majors courses before the DWP was launched in Fall 2016. Together, department faculty reviewed survey results (Appendix B) to determine target areas for improvement. They also developed a statement of “Department Commitment to Writing” (page 6) to include on all syllabi for courses that will be part of the writing-enriched curriculum.

At a meeting on April 25, 2016, the FDNT faculty voted unanimously to support the Department Writing Plan as described below in addition to the WAC Director’s recommendations for full roll-out and sustained program facilitation on page 7 of this document.

At a meeting on September 14, 2020,, the FDNT faculty voted unanimously to support the recommendations described below and adapt version II as their official Department Writing plan.

¹ University of Minnesota Writing Enriched Curriculum. 2013. <http://wec.umn.edu/Writingplans.html>

Food and Nutrition Department Writing Plan Rollout Fall 2016 | Updated Spring 2019

Professional and Academic Genres in Food and Nutrition

Professionals in food and nutrition (whether dietitians, nutritionists, or dietetic technicians) must have strong communication skills, particularly as they write to audiences including patients and medical practitioners. Professional documents are concise, audience-focused, descriptive, and visually appealing when appropriate. Professional scholarship is evaluated for content, quality, and reliability as its findings are applied to patient care. Professionals need to be able to write and format several types of documents including medical charting (ADIME and PES), educational pamphlets and handouts, oral presentations, policies, case studies, personal wellness plans, interview reports, and journaling. As continuing academics, students in food and nutrition also need to write personal statements and application documents. The IUP Department of Food and Nutrition is committed to helping students improve their writing skills toward the goal of being able to communicate as professionals in the field are required to do.

Student Writing Skills and Abilities

Students in FDNT need a variety of writing skills and abilities upon completion of their degree. These include:

- Rhetorical knowledge: students should understand the audience, the context, and the purpose of each writing task and its part in the academic curriculum and professional field.
- Critical thinking: students should be able to critically evaluate others' written documents to then perform a comprehensive nutritional evaluation/assessment. Critical thinking is also involved in their own documentation to others in the healthcare field such as MDs, PAs and RNPs. Students must also critically evaluate the written nutrition information they are disseminating to target the correct audience, reading level of the audience, and outcomes.
- Writing process knowledge: students must understand the process of writing in a clinical, community, and management setting. Writing is used in all Food and Nutrition Classes to help students understand the writing process in varied environments and for varied audiences such as consumers, administrators, and other healthcare professionals.
- Ability to compose in varied formats: students are also instructed on how to use technology as well as paper and pencil to provide written communication. Students use technology to write, such as Microsoft Publisher, Microsoft PowerPoint, Microsoft Word and Electronic Health Records.

- **Recognizing Errors:** students are consistently asked to review and rewrite such items as ADIME notes, research papers and career documents (goal statements and resumes). Faculty provide feedback, but more importantly students do self-evaluation as well as peer-evaluation of many of the writing assignments used in the curriculum.

The IUP Department of Food and Nutrition is committed to introducing, emphasizing, and reinforcing these skills and abilities throughout the curriculum, and does so through the purposeful mapping of writing assignments and activities that are detailed at the end of this document.

Integration of Writing into Undergraduate Curriculum

Department faculty have participated in professional development training in writing-to-learn pedagogy² through writing workshops with the WAC director, participation in the end-of-year Liberal Studies writing workshop, and in full department faculty meetings that the WAC director has visited.

The writing-enriched curriculum in FDNT integrates writing instruction in these two ways:

Direct instruction in disciplinary genres

Throughout the curriculum, students are introduced to concepts, practice, and reinforcement of core disciplinary genres: genres in which they will need fluency when they enter career fields as dietitians or nutritionists. These include recipe analysis, diet analysis, themed meal design, ADIME notes, nutrition care plans, research papers, grant proposals, oral/poster presentations, case studies, and counseling notes. Most of these core disciplinary projects are taught in various steps, such as research papers, which include process assignments like annotated bibliographies and reading responses that build up to the submission of the final paper. Faculty in the department recognize that good writing usually happens according to a recursive process, so students are given opportunities to submit rough drafts, receive peer and instructor feedback, and revise.

Writing-to-learn

Writing-to-learn pedagogy is used to accomplish two simultaneous goals: increase writing abilities and improve learning of course content through writing as an additional mode of learning. In the Department of Food and Nutrition, WTL techniques include end-of-class notecards on which students write questions for their professor, personal reflections on assignments, one-minute papers related to current issues in the field, progress reports and other self-assessments, entry and exit slips, journaling (traditional and double/triple-entry), summaries, focused freewriting, RAFT analysis (Role of writer, Audience, Format, Topic), micro-themes, and reading responses. These activities are found throughout each level of the curriculum (see Course Outcomes Map below) and in almost

² "What is Writing to Learn?" *Writing Across the Curriculum Clearinghouse*. Colorado State University. 2015. <http://wac.colostate.edu/intro/pop2d.cfm>

every course in order to emphasize to students that writing is a critical part of their education in the FDNT field, and in order to best help them learn course content.

Communicating Writing Expectations to Students

The department communicates writing expectations to undergraduate students through their handbook that all majors receive, course syllabi, tentative course outlines, and grading rubrics. Department syllabi will contain the **Department Commitment to Writing Statement** as relevant, and many contain a paragraph of information for each written assignment:

The Department of Food and Nutrition is committed to developing student writing throughout the curriculum in addition to your skills in the FDNT content area; therefore, in this class, you will complete writing assignments and various writing activities throughout the course designed to improve your communication skills in the profession.

Writing expectations are, for the most part, communicated verbally in each class. In classes with high-stakes writing and where core disciplinary genres are taught, as well as more technical writing courses for the profession, students may be given samples of writing. Department faculty require that students write in AMA format, the format used for citation in the field. Faculty in many classes introduce, reinforce, and emphasize this formatting at appropriate levels of the curriculum, since most students have not used it before.

When faculty teach a genre of writing that they expect students to practice through the semester, students are given flexibility in order to make mistakes and experiment without penalization. This is consistent with writing-to-learn pedagogy, which suggests students learn both course content and writing skills through experimentation with writing.

Writing is not formally assessed at the department level. But, the creation of this Department Writing Plan has prompted faculty discussion and review of how writing is taught across courses and among faculty who teach the same courses in different way. Department faculty are also prompted to consider ways to gain a general sense of the students who seem to have a better handle on the different types of writing within the curriculum and profession in order to learn more about how to improve the delivery of writing instruction overall.

Implementation and Assessment of Department Writing Plan

The FDNT department will elect at least one representative annually to serve as the liaison between the department and the WAC program.

The FDNT WAC Department Representative(s) will be responsible for the following activities as needed to sustain the WAC writing plan and program facilitation:

- Provide all newly hired faculty a copy of the DWP, and recommend attendance at two hour-long WAC workshops during the academic-year or the May 2-day writing workshop for Liberal Studies faculty; or, invite the WAC director to a department meeting yearly for updated training on writing-to-learn pedagogy;
- Faculty should add “Department Commitment to Writing Statement” (above, page 6) to course syllabi as appropriate and discuss with students in classes as relevant;
- Department should continue to give senior survey every two years and analyze results with WAC Director;
- Through faculty development seminars with WAC director, workshop attendance, and writing-enriched curriculum, attempt to move more survey results to target 75% and maintain results in other areas (see “Results of Baseline Assessment” below);
- Report survey assessment results to WAC director or University Assessment Committee as requested.
- Continue to update the writing outcomes curriculum map as courses are added, removed, and revised in the FDNT curriculum (and communicate these changes to the WAC Director)

Results of Baseline Assessment

In Spring 2015, Seybold and Clark performed a survey of seniors in order to determine a baseline understanding of students’ perceptions of writing in their FDNT curriculum. Results were overwhelmingly positive (see Appendix B for full results); however, it was determined that two areas of particular importance could be improved:

- Students only somewhat agree that their department has prepared them to write for their career field
- Students only somewhat agree that their ability to write to a professional audience has improved

Faculty in the department will determine the best way(s) to approach improving in these areas specifically, in conjunction with the WAC director if so desired. The survey will be given every two years (again in Spring 2017) in order to trace improvement of student perceptions of their writing in the major.

Writing Outcomes Curriculum Map*

*depending on who teaches the course, these assignments are not fixed or required; faculty have academic freedom to teach assignments of their own design. However, as a department committed to WAC, the expectation is that a similar or comparative amount or type of writing will be taught, and that writing-to-learn will still be a foundation of the course regardless of the instructor.

The Writing Outcomes Curriculum Map demonstrates:

- Conscious effort on the part of department faculty at placing core disciplinary genres at appropriate levels of the curriculum, scaffolding and reinforcing writing skills necessary for students to succeed in writing those genres.
- Thoughtful integration of writing-to-learn activities in 94% of courses in the curriculum (18 courses offered; 17 using WTL = 94% courses are writing enriched; goal for WAC = 80% writing-enriched)
- Balanced measures for assessing writing as process and product, that is, writing is graded for demonstrating mastery of course content as well as improvement of writing skills over time.

Course (FDNT)	Writing assignment or oral presentation (list the name of the assignment); or writing-to-learn activity (WTL)	What are students to gain from this assignment or presentation?	How are they graded? (e.g. just checked to make sure they did it; read/listened and graded with a rubric)	What should the student be able to do (in terms of writing and presenting) after successfully completing this course?
When students complete the 100 level , they should be able to document processes, report findings, describe/ provide details, demonstrate the ability to apply a food science principle in writing.				
110	Interview Assignment Library Research Assignment Career Investigation Notecards almost every class (WTL)	Networking with a food and nutrition	Use of a grading form (not a formal rubric)	Use correct sentence structure, grammar, spelling, and logical thought development in writing business letters and reporting the answers to interview questions.
150	Food Science Principles	Students are required to complete a food science project that includes	Grading Rubric	Students should be able to better

	Chapter Worksheets, about 11 per semester Group work (WTL), writing on the spot about recipes	explaining a food science principle, providing background information on the topic, and responding in writing to a peer's project. Students are expected to respond to questions regarding food preparation theory and practices.	Graded on both correct answers and reflective.	understand principles of science in food preparation.
151	- Pre Labs	- Students complete the pre lab to understand the recipe that they will be making in lab, its cooking methods and the steps they need to take in order to be successful in completing it.	- Worksheets are checked to make sure they completed.	For this course, the student should be able to understand and apply various cooking methods. They should also be able to begin relating specific foods to macro and micronutrients that they contain. Finally, they will have a basic understanding of what happens to both macro and micronutrients when heat or physical alteration is applied to food principles.
	- Post Labs Recipe Analysis Notecards at the end of class (WTL) Tasting grid (WTL)	- Students complete the post lab to take what they have learned in the mini lecture, as well as what they have seen from the other foods that were created by their peers, and apply it to all foods that fall within that topic week.	Each question is assessed to see if the student is able to critically think and apply principles they've seen to include all of the foods prepared in the particular lab.	
When students complete the 200 level , they should be able to analyze nutrient intake and compare to basic dietary recommendations in writing, and apply management theory to a food service setting in writing, generate reports that synthesize information/data from multiple sources.				
212	Diet Analysis Project Worksheets Reflections on worksheets (WTL) One-minute papers (WTL)	The project includes a paper that provides a summary of their analysis, reflection, and establishment of short- and long-term goals.	The project itself is graded based on a rubric. Within the rubric is the Paper assignment. The paper is worth 100 points and there are very specific guidelines on what it should include.	The students should have a solid understanding of the nutrients and their importance for optimal health and nutrition status. Skills include the

	related to current issues in FDNT			ability to use standards for evaluating diets and establish a basis for instituting change when advisable. Diet planning to include meeting nutrient/caloric needs using personally acceptable foods.
213	<p>Case Scenarios/Studies</p> <p>Discussion Questions</p> <p>Group written project on life stages</p> <p>Group plan (brainstorming) (WTL)</p> <p>Progress report (WTL)</p>	<p>Students are required to apply nutrition knowledge as they respond to various life cycle scenarios. Some scenarios require the use of the Nutrition Care Process while other scenarios are simplified. In all cases I am looking for how well the student can apply nutrition knowledge to a specific situation.</p> <p>Students are required to respond in writing to questions for purposes of class discussion.</p>	<p>Some assignments are graded based on the correct answer and others are reflection.</p> <p>Graded based on whether they have completed the assignment.</p>	<p>Students should be able to apply the most current nutrition knowledge to life cycle issues concerning the healthy individual. They should have a good understanding of factors that affect nutrient needs during all stages of the lifecycle.</p> <p>Same as above</p>
245	<p>Evaluate a Sports Supplement</p> <p>Homework assignments based on module content and textbook readings</p>	<p>Students read textbook chapters and an article. Students select a sports nutrition supplement to evaluate, answering specific questions related to the supplement's purity, legality, ethics, safety, and effectiveness.</p> <p>Students are required to read assigned textbook</p>	<p>Students are graded on depth of their responses and demonstration of clear understanding of the topic and demonstration that the student has read the assigned readings.</p> <p>Students are graded on</p>	<p>Students should be able to apply knowledge they've learned from the module and readings. Students should also be able to evaluate the supplement's marketing techniques and scientific evidence to support its efficacy.</p>

	<p>Personal Sports Nutrition Diet & Activity Analysis Assignment</p> <p>One-minute papers (WTL)</p> <p>Entry/exit slips (WTL)</p>	<p>readings, articles and lecture PowerPoints. Students will be asked short answer essay style questions to apply knowledge learned.</p> <p>Students complete a diet and activity analysis of a physically active individual. Students complete personal application questions, as well as case study questions.</p>	<p>correct responses, depth of responses and demonstration of comprehension.</p> <p>Students are graded on correct responses, depth and demonstration of comprehension and application of content.</p>	<p>Students should be able to identify, apply, and understand concepts related to sports nutrition and current sports nutrition research and recommendations.</p> <p>Students should be able to apply science-based sports nutrition principles and recommendations to personal food and activity choices.</p>
250	<p>Problem Solving Case Studies (WTL)</p> <p>End of chapter review</p> <p>Theme Meal Project (WTL and WTC)</p> <p>Aramark Experience Journal and written</p>	<p>Students are required solutions to various “problems” related to food service in healthcare/school settings.</p> <p>A shortened version of the above. Most often these are “what would you do if..???” questions They are expected to respond in writing and participate in class discussion.</p> <p>Students are expected to present a summary of their theme meal.</p> <p>Students are expected to complete a journal of ARAMARK food service experiences</p>	<p>I grade this based on whether they have completed the assignment or not AND how well they apply concepts covered in course</p> <p>Same as the above.</p> <p>Did fully participate in the presentation.</p> <p>The journal is based on their reflection of the</p>	<p>I expect students to be able to critically think about how they might apply theory covered in class to real life situations. There is often no “right” answer so I am looking for how well they “support” their solution to the give problem.</p> <p>Same as the above</p>

	summary (WTL and WTC).	including their theme meal. Additionally they are required to write an end of experience summary and submit it with their theme meal project.	experience.	
<p>When students complete the 300 level, they should be able to communicate nutrition information and care plans to audiences including healthcare professionals, teachers, consumers, clients and patients across the lifecycle in order to promote desired outcomes, apply theory to practice (such as learning theory, systems theory, communication theory, food science theory, diagnostic theory, the scientific method and framework), and synthesize scientific information in a research project.</p>				
355	<p>Nutrition Care Plan</p> <p>ADIME notes</p> <p>Medical terminology quizzes</p> <p>One-minute notecards (WTL)</p> <p>Reflections/self-assessment on simulation lab (WTL)</p>	<p>To connect various pieces of assessment data and to develop critical thinking skills related to medical nutrition therapy. To interpret and synthesize data from nutrition screening and assessment data to ultimately make a nutrition diagnosis and document a nutrition care plan.</p>	<p>Depends. Sometimes discussion, other times use grading rubric.</p>	<p>Improve understanding (learn and apply) of Standardized Language, writing PES statements, ADIME documentation. Basic level of written and oral professional communication.</p>

<p>362</p>	<p>Pre and Post Labs (WTL)</p> <p>Research Paper</p> <p>Peer Review for Research Paper (WTL)</p> <p>Annotated Bibliography (WTL)</p> <p>Research presentation (write slides and notes but do not submit)</p> <p>Possible participation in undergraduate student scholars forum (poster presentation)</p>	<p>They are gaining knowledge of the topic for the week as well as learning how to run a research experiment and interpret results.</p> <p>They are gaining professional writing skills here. They need to be able to professionally communicate research through writing with others in the profession.</p> <p>They are gaining an understanding of their selected topic through past research.</p> <p>They are learning how to take what they know, and verbally communicate it in a professional manner.</p>	<p>Pre-labs, checking for accuracy (writing to learn), Post-labs checking for critical thinking (writing to communicate)</p> <p>Grading Rubric, writing to communicate (though all of the drafts are writing to learn/communicate because they do get feedback.</p> <p>Check to see if they did it (writing to learn)</p> <p>Writing/speaking to communicate – grading rubric.</p>	<p>Students should be able to read and interpret research on an intermediate level, to understand the components of a research experiment and be able to set up and conduct a simple one, to use a statistical analysis program, to be able to critically think and interpret conclusions and connections from results and discuss them in a professional manner, and to verbally communicate research on a professional level.</p>
<p>364</p>	<p>Teaching Philosophy Statement (wtl aspects include their original draft and then later in the semester, a reflection, which are not graded)</p> <p>Lesson Plan (in progression to writing lesson plan, WTL includes focused freewriting on teaching in the community, 4 quadrant diagram, triple-entry journal, target audience needs assessment, RAFT, micro-theme)</p>	<p>An assignment designed to help students connect with their experiences teaching and learning and how these shape/define their approach to teaching food and nutrition.</p> <p>Identify appropriate learning objectives for a target audience and design instruction accordingly. Emphasize connectivity between objectives, content, learning experiences, and evaluation methods. Using a template, convey a lesson plan for a</p>	<p>A draft is submitted at the beginning of the semester. After their teaching experiences they review their first writing and then make any revisions as informed or modified by their experiences.</p> <p>Lesson plans are graded for completeness and how well the plan is integrated and appropriate for audience.</p>	<p>Program/educational assessment, planning, implementation and evaluation. Professional communication development is important at all levels. Written and oral communication skills development.</p>

	<p>Teaching Portfolio</p> <p>Teaching Experience Accomplishments and Challenges Presentation (written slide if they choose)</p> <p>Reading response prompts on journal articles (worksheet with specific prompts on the scholarship) – WTL</p> <p>Print/electronic media with narrative that explains objectives and how they'd market it</p> <p>Grant proposal to support a nutrition program</p>	<p>food/nutrition educational session.</p> <p>Reflect and package the teaching experience accomplishments and challenges.</p> <p>Opportunity for students to share-and-compare with other students.</p>	<p>Graded using a rubric.</p> <p>Graded</p> <p>Walk around and make sure there's something written on them (not collected); they become a study guide for an exam later</p> <p>Graded</p> <p>Graded</p>	
<p>When students complete the 400 level, they should be able to write for practical application and adapt writing as necessary to real-world audiences (e.g., patients, clients, professionals, and peers), as well as perform evidence-based analysis of research and communicate it to a lay audience. They should also be able to write career documents such as resumes, cover letters, and graduate school applications.</p>				
402	<p>County Assessment (worksheets)</p> <p>In-class poster session on community/nation-wide programs</p>	<p>Collection of statistical data and putting it into tables. Evaluating data and making a judgment to prioritize health and nutrition problems in their home county in PA.</p> <p>Develop a tri-fold display and handout suitable for a health fair for the public</p>	<p>Graded with a grading sheet (not a formal rubric)</p> <p>Graded with a rubric</p>	<p>Incorporate writing about statistics using professional, succinct, and well organized prose that convinces the reader that their prioritization of health problems is appropriate, considering current health recommendations.</p> <p>Follow directions for display board. Organize thoughts and self-reflect on experience in</p>

	Service Project - WTL (they evaluate the event as they go through the process, and they reflect on the whole process)			writing.
410	Reflection with each project (WTL) Class prep activity (set of questions to look up the information and bring to class to share/teach) – WTL Critical Thinking Case Studies with oral presentations		Graded for completeness Graded for completeness Graded for completeness	
430	Resume (WTL is revision, peer review, two outside reviewers) Application Letter/Self-Statement (WTL – peer review, in-class drafting) Ethics Problem Legislative Letter <i>What Color is Your Parachute</i> – soft skills assignments – they write one story; summarize most important points in seven	Succinctly market their knowledge and skills Identify criteria required by different sites/graduate schools and write paragraphs about each criterion so that the final letter can be compiled over the holiday break. Develop a professional opinion to an ethical problem considering the Code of Ethics and other ethics-related literature. Students to state their opinion about a current federal legislative event.	Graded using a grading form Graded based upon participation at a 3 class writing workshop by The IUP Writing Center; Final paragraphs graded using descriptive criteria Graded rather loosely based upon use of references that are provided and the student's professional versus personal decision-making logic. Use of a grading form. Graded for completeness	Use as few words as possible to have the biggest impact; Follow directions that produces a uniform document Develop descriptive language about their knowledge, skills, and experience to market themselves into the workplace or graduate school; learn to self-edit and peer-edit; seek professional editing (IUP Writing Center) Use of literature to make professional, ethical decisions versus using personal opinion. Follow directions.

	<p>chapters (reflective)</p> <p>Two paragraph reflection on mock-interview</p>		<p>Graded for completeness</p>	<p>Develop a persuasive letter regarding a topic of food and nutrition policy interest.</p>
455	<p>Case Studies</p> <p>ADIME Notes</p> <p>Notecards – what’s confusing you (WTL)</p> <p>Debriefing after simulation – answering questions</p>	<p>Each disease state is discussed in terms of a case study that students write the answers too.</p> <p>Each case study, the students write a ADIME note</p>	<p>Graded by book /instructor answer key</p> <p>Graded by rubric</p> <p>Graded by rubric</p>	<p>Ability to assess, evaluate and identify nutrition related issues and provide a nutrition DX.</p> <p>Learn and apply the NCP</p>
458	<p>Two Take-home Essay Questions</p> <p>In-class essay question with every exam</p> <p>Study guide for the exam</p>	<p>Apply scientific, technical, and referenced (APA) writing to the interpretation of a current nutrition science problem.</p>	<p>Different sections receive different number of points. Students know points for these sections when the assignment is given.</p> <p>ungraded</p>	<p>Interpret nutrition research and basic statistics; apply the research findings to the “average American” and his/her risk using the opinions of experts.</p>
463	<p>Counseling Notes (for every client, but students only turn in 3 – WTL)</p> <p>Completion of worksheets that require the development of a counseling response to a client scenario.</p> <p>Self-evaluation of counseling skills</p> <p>Video evaluated by self,</p>	<p>Counsel clients and write a note in ADIME format</p> <p>Students write responses to demonstrate understanding of the counseling responses</p> <p>Students identify responses (graded)</p>	<p>Graded with rubric</p> <p>Graded by instructor</p> <p>ungraded</p>	<p>How to write an outpatient counseling note and the NCP/ ADIME format</p> <p>Students should be able to identify responses and write concise statements.</p> <p>Reflective counseling</p> <p>Students should be able to use effective nutrition counseling</p>

	peer, and professor (WTL – evaluation is not graded)	and reflect on response usage	Rubric	skills and strategies when counseling clients.
470	<p>Midterm and Final Exam Essay Questions worth 30% of each exam</p> <p>Cultural Nutrition Project – research report leads to reflection about food habits and food culture (WTL – investigation, research into other cultures), presentation to the class with PowerPoint submitted</p> <p>Supplemental text double-entry journal (WTL)</p> <p>Self-assessments of food culture and practices</p>		<p>Rubric</p> <p>Graded for completeness/ thoughtfulness</p> <p>Graded for completeness/ thoughtfulness</p>	
484	<p>Poster presentation (synthesize information with visuals)</p> <p>Evidence Analysis Worksheets on primary research articles and/or review articles</p> <p>Possible presentation at undergraduate research forum</p>	<p>Use of professional language and visuals to show understanding of a disease process/mechanism and the impact of an experimental variable (e.g. supplement or dietary treatment) on the disease process by showing their skills at identifying pertinent literature and evaluating experimental evidence.</p>	<p>Students are graded using an extensive rubric.</p>	<p>Students should be experts in this topic; they should know much more about this topic than there is time to present. This topic should be of interest to them for the rest of their career.</p>

Appendix A –Assessment Protocol for Senior Writing Samples

Fourteen samples of student writing were collected from seniors in FDNT 362. Students wrote a research paper, which was graded as part of the course. The professor kept copies to use for WAC assessment. Graduate students in FDNT were trained as raters using extra samples from a prior semester; the rating session was facilitated by Drs Seybold, Clark, and Siegel Finer. A first draft of the rubric was piloted by a group of FDNT graduate students, then fine-tuned for reading at the assessment rating session at the end of the spring 2018 semester.

Students responded to the following prompt:

Research Paper: Grading Rubric FDNT 362 Experimental Foods, Spring 2018

Category 1: Formatting (In the following order)		Points Possible: 25
Cover sheet in correct format		/1
Abstract		/5
Acknowledgements		/1
Introduction, methods, results and discussion, conclusion		/5
Headings and Subheadings were correctly used; no breaks in pages		/2
Tables and Figures did NOT overrun from one page onto the next		/1
Reference list (numbered in the order that ref. appear as reading; AMA)		/10
Total Points Category 1:		/25
Category 2: Data Collection Performance (Lab Portion)		Points Possible: 20
One complete set of data for each recipe group		/5
All data is valid (No mistakes made)		/15
Total Points Category 2:		/20
Category 3: Introduction		Points Possible: 40
Opening sentence to capture reader's attention?		/1
Brief introduction that includes the following before the full literature review begins: - Focus of the review - Necessary background info. reader must know in order to understand this section		/2
Appropriate heading and subheadings		/2
Correct variables identified and used (independent and dependent)?		/3
Does this section provide a valid		/10

argument for the PURPOSE of your experiment? - Disease relationship? - Function of nutrient/ingredients? - Results from studies similar to your experiment?		
Main focus is on food science		/10
Research Questions clearly and concisely written; free from grammatical/spelling errors/written in third person		/4
Ends with research statement (use format discussed in class – one sentence)		/1
Correct AMA citing within text		/5
Clearly and concisely written; free from grammatical/spelling errors		/2
Total Points Category 3:		/40
Category 4: Methods		Points Possible: 50
Accurately describes procedures used in experiment? <ul style="list-style-type: none"> • Overview of nutrition analysis for each recipe and discussion of recipes survey • Methodology for each recipe • Directions for modifications per recipe category • Subjective procedures <ul style="list-style-type: none"> - Sample scorecard • Objective procedures <ul style="list-style-type: none"> - Outline steps for using equipment 		/25
Appropriate tables/figures and in correct AMA format <ul style="list-style-type: none"> • Nutrition Table for Recipes • Sensory Scorecard 		/8
Tables/Figures were referenced correctly in the writing and were positioned appropriately within the writing		/5
Clearly and concisely written; free from grammatical/spelling errors		/5
AMA citing within the text		/5
Transition to Results section		/2
Total Points Category 4:		/50

Category 5: Results & Discussion		Points Possible: 60
Discussed in objective manner (does not contain personal bias while reporting the results and discussing/interpreting what they mean)		/2
Did your recipe modifications “work”? In detail why/why not? Highlighted which variable(s) worked the best for each Subjective Evaluation and identified why.		/20
Highlighted studies that coincided with findings throughout each recipe’s variation.		/10
Answered research questions.		/10
Limitations of study		/2
Appropriate tables/figures and in correct AMA format <ul style="list-style-type: none"> • Table of Means • One additional Table or Figure of your choosing 		/4
Tables/Figures were referenced correctly in the writing and were positioned appropriately within the writing		/3
Descriptive statistics used appropriately		/4
Clearly and concisely written; free from grammatical/spelling errors		/3
AMA citing within the text		/2
Total Points Category 5:		/60
Category 6: Conclusion		Points Possible: 15
Summarization of main findings for each recipe– includes your interpretation and identifies which independent variable(s) is/are the best to be used for this recipe		/10
Circles back to the disease state/condition and how a person with this disease state may find these study results useful. (Can NOT make statements of a biological nature: e.g. eating cookies made with Splenda will help diabetics lower or control their		/2

blood glucose levels)		
Recommendations for future research <i>Example – There was not much research in regard to using agave nectar in baked products and how it affects the tenderness and volume. More research should be completed on this ingredient as it is a very popular food right now.</i>		/1
Clearly and concisely written; free from grammatical/spelling errors		/2
Total Points Category 6:		/15
Points Deductions for more than 2, 1 sentence quotes (5 points deducted for each additional quote over 2):		

TOTAL: _____/210

Grading Scale:

- _____ **A: 90 - 100% (≥ 189)**
- _____ **B: 80 – 89.9% (168 – 188)**
- _____ **C: 70 – 79.9% (147 – 167)**
- _____ **D: 60 – 69.9% (126 – 146)**
- _____ **F: 0 – 59.9% (≤ 125)**

Comments:

Appendix B – Rubric for Writing Assessment

	Insufficient (1)	Developing (2)	Meeting Expectations (3)	Exemplary
<p><u>Rhetorical knowledge</u></p> <p>Understanding of the audience, the context, and the purpose of each writing task and its part in the academic curriculum and professional field.</p>	<p>The purpose of the student work is not well defined and in general the work doesn't respond to the assignment or prompt.</p>	<p>The writer might insufficiently respond to the assignment, might be needlessly repetitive, or might frequently divert from the main purpose of the assignment.</p>	<p>The writer consistently and directly responds to the prompt or assignment and the central purpose of the student work is clear.</p>	<p>The writer engages fully with the assignment or writing prompt, and fully and directly addresses elements of the assignment in an interesting way.</p>
<p><u>Supporting Ideas</u></p> <p>Supports thesis with relevant, specific information and ideas</p>	<p>Thoughts appear disconnected. Support is, unclear, non-existent, or contradictory.</p>	<p>Support is occasionally insufficient, unclear, repetitive, or wanders away from the central purpose.</p>	<p>Ideas and details are usually in direct support of the thesis, though they might be slightly repetitive or insufficient.</p>	<p>Each main point is sufficiently supported by useful, interesting details and ideas, and each detail serves the overall thesis of the writing project.</p>
<p><u>Organization and clarity</u></p> <p>Sequencing of elements and ideas, moving from general to specific</p>	<p>Information and ideas are poorly sequenced or disconnected, making it difficult to follow. Introduction or conclusion distract from the work or are missing.</p>	<p>Information and ideas are presented in an order that the audience can follow with some difficulty. Portions of the text wander, digress or are seemingly unrelated.</p>	<p>Information and ideas are presented, from introduction to body to conclusion, in a logical sequence. The reader can follow with little or no difficulty, and each element of the text is in service of the whole.</p>	<p>Information and ideas are presented in a logical, engaging, entertaining sequence. The introduction and conclusion effectively serve the purpose of the work.</p>
<p><u>Terminology</u></p>	<p>Most terms used inaccurately or haphazardly; or does not use any terminology from the discipline</p>	<p>An even mix of accurate and inaccurately used terminology</p>	<p>Uses most terms appropriately; may miss a few key terms that could be helpful for clearer expression</p>	<p>Fluency with terminology of the discipline</p>
<p><u>Polish</u></p> <p>Typos, homonyms, "text-ese" and slang, mechanical and grammatical correctness</p>	<p>The reader is consistently or significantly distracted by a variety of errors.</p>	<p>While a variety of errors do distract from the work, it is usually clear what the author intends to say.</p>	<p>The writer is generally in control of language. The reader might notice few minor errors repeatedly.</p>	<p>The work is free from typographical errors, and each word seems appropriate and carefully chosen.</p>
<p><u>Citation and Documentation</u></p>	<p>Writer uses primarily uses dropped quotations or block quotes that are not properly integrated. Sources could not be retrieved using bibliographic information provided.</p>	<p>Some claims are unattributed to a source (citation absence). Documentation of sources impacts source retrievability.</p>	<p>In-text citations are used consistently with few lapses in style conventions. Most sources could probably be retrieved using bibliographic information provided.</p>	<p>Document shows command of in-text citation style conventions. Sources could be retrieved using bibliographic information provided.</p>

Appendix C – Writing Sample Assessment Results

The Spring 2018 data are considered “baseline” results from the first assessment of 14 student writing samples from a 400-level Food & Nutrition course.

Areas in which student writing is ABOVE expectations: 77+

Criterion 1: Rhetorical Knowledge

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	72% (29% / 43%)	29% (29% / 0%)

Criterion 6: Citation/Documentation

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	86% (43% / 43%)	14% (14% / 0%)

Areas in which student writing is MEETING expectations: 68-77

Criterion 3: Organization/Clarity

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	72% (36% / 36%)	29% (29% / 0%)

Criterion 4: Terminology

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	72% (29% / 43%)	29% (29% / 0%)

Criterion 2: Supporting Ideas

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	65% (29% / 36%)	36% (29% / 7%)

Holistic

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	72% (29% / 43%)	29% (29% / 0%)

Areas in which student writing is BELOW expectations below 67 and below

None

Discussion of Assessment Results with Recommendations, by the WAC Director

Based on assessment results of the current curriculum in Food & Nutrition, students are *exceeding expectations* for writing in two of six criteria and *meeting expectations* in the other four. In almost all criteria, the highest percentage of students are *meeting expectations*. The student success in writing is most likely due to the amount of writing

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students are expected to do in this major, as evidenced in curriculum map shown above; the department should be applauded for its commitment to ensuring student success in writing.

Importantly, students met or exceeded expectations in rhetorical knowledge, which includes understanding audience, context, and purpose; this bodes well for FDNT graduates as they move on to professional situations. Notably, many of the writing samples in Criterion 2: Supporting Ideas were rated as *developing* (total “developing/insufficient” = 36%). Over the next two years (until the next writing assessment), faculty might discuss ways to enrich more of their courses and scaffold earlier coursework (200- and 300-level) with activities that would help students support their ideas. As a group, the department could develop a sequence for how development of ideas is taught throughout the major so that by senior year, students are more confidently evidencing its application.

Ideally, as seniors graduate from programs at IUP, we’d like the majority of them to exceed expectations in most or all criteria. In particular, faculty in History could look at criteria like “Terminology” and “Citation,” where more students are meeting expectations rather than exceeding. These, too, are skills that could be scaffolded earlier in students’ coursework, and by encouraging students to go to the Writing Center. The Writing Center or WAC program could also facilitate professional development for faculty who are interested in developing ways to teach these concepts specifically in the context of their discipline.

Appendix D -- Survey of FDNT Seniors, 2016

Student Perceptions of Writing Education at IUP Overview

You are invited to participate in this research study that aims to discover how upper class Food and Nutrition majors perceive their writing skills. The following information is provided in order to help you make an informed decision about whether to participate.

Purpose of the Study

The purposes of this study are to discover: 1) if you feel you've become a better writer as a student at IUP 2) what resources helped you become a better writer while at IUP 3) what we can do to make writing education better at IUP

Time

This survey is 21 questions and should take you 10-20 minutes to finish.

Confidentiality

Your participation in this survey is anonymous. The information obtained in this study may be published in scholarly journals or presented in academic meetings. All collected information will be stored in a password-protected database.

Voluntary Participation

Your participation in this study is completely voluntary, and you have the right to withdraw at any time. You may choose to opt out of completing the survey at any time by closing the browser window. Upon your request to withdraw, all information pertaining to you will be destroyed.

If you agree to participate in this study, please click the "Next" button below to start taking the survey. By clicking this button, you certify that you have read and understood this information and you consent to volunteer to be a participant in this study.

To submit your survey at the end of Question #21 click "Next." You understand that your responses are completely confidential and that you have the right to withdraw at any time. There is little risk to participating. The data will be kept for 3 years in a secured location in accordance with 45 CFR 46.115(b).

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This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724-357-7730).

1. How many FDNT classes have you taken?

- 2
- 3
- 4
- 5
- more than 5

2. When will you graduate with your B.S. in Food and Nutrition?

- May 2015
- August 2015
- Fall 2015
- Other

3. What track will you graduate in from the Department of Food and Nutrition?

- Dietetics
- Nutrition
- Culinary Dietetics

4. The Food and Nutrition Department (FDNT) helped me (areas = aim, audience, sentence structure, and grammar overall)....

- address one of the areas for improvement needed within my writing.
- address two of the areas for improvement needed within my writing.
- make significant improvement in my writing.
- make very little improvement in my writing.

5. I received either faculty and/or peer feedback on ___ number of writing assignments in the Food and Nutrition Department...

- 1-2 papers
- 3-4 papers
- 5 or more papers

6. While at IUP, you should have had lots of practice learning how to write for academic purposes and in your desired professional field. How much do you agree with the following statements about your experiences learning to write in the Department of Food and Nutrition?

	Disagree	Agree somewhat	Agree a lot	Not applicable
My writing skills are stronger because of my FDNT major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professors in FDNT encouraged me to use writing as a learning tool (like journaling, free writing, ADIME notes, or case studies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FDNT seems committed to teaching students to write effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While majoring in Food and Nutrition, I learned to develop my own writing process (which might include brainstorming, drafting, peer review, revision, and other steps).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FDNT has prepared me to go out and write in the career field or grad program I've chosen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. These questions relate to writing assignments you were given in FDNT major classes. Think about the assignment sheets you received that detailed writing tasks, requirements, and guidelines for major papers.

	Disagree	Agree somewhat	Agree a lot	Not applicable
Most writing assignments I received in FDNT courses were	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>clear and understandable.</p>				
<p>Most writing assignments I received in FDNT courses were detailed on a handout that included a description of the content I was supposed to write as well as guidelines on length, format, and other requirements.</p>	○	○	○	○
<p>In FDNT courses, I received a rubric with most writing assignments that explained how the assignment would be graded.</p>	○	○	○	○
<p>Much of the feedback I received on writing assignments in FDNT courses was related to my ideas and content.</p>	○	○	○	○
<p>Much of the feedback I received on writing assignments in FDNT courses was related to grammar (punctuation, spelling, sentence-structure, etc).</p>	○	○	○	○
<p>Most writing assignments in</p>	○	○	○	○

<p>FDNT courses required that I use sources as evidence and cite those sources.</p> <p>Most writing assignments in FDNT courses asked me to choose a side of an argument and defend it.</p>	○	○	○	○
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8. Has writing (any kind) in FDNT courses aided you in learning/reinforcing class information? (Example: Does writing a response to a scientific article help you learn how to translate that article for a consumer audience?)

- Yes
- No
- I don't know

9. My ability to analyze and create arguments, explain, and persuade in the field of food and nutrition has...

- Decreased
- Stayed about the same
- Improved
- Significantly Improved

10. My knowledge and understanding of styles of writing within the food and nutrition field has...

- Decreased
- Stayed about the same
- Improved
- Significantly Improved

11. My ability to read and interpret professional food and nutrition articles and literature has...

- Decreased
- Stayed about the same
- Improved
- Significantly Improved

12. My ability to find, evaluate, and incorporate appropriate resources to support the thesis/premise/points of view within a paper has...

- Decreased
- Stayed about the same
- Improved
- Significantly Improved

13. My ability to write a good first draft of a paper has...

- Decreased
- Stayed about the same
- Improved
- Significantly Improved

14. My ability to write for audiences like doctors, other healthcare team members, or patients...

- Decreased
- Stayed about the same
- Improved
- Significantly improved

15. My ability to write clearly and concisely in the field of food and nutrition has...

- Decreased
- Stayed about the same
- Improved
- Significantly improved

16. The following helped me become a better writer while I was at IUP enrolled in the major of Food and Nutrition (check all that apply):

	Not at all	Somewhat	A lot	Not applicable
Medical Nutrition Therapy I and II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior Seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Intensive Courses in my major (Experimental Foods & Human Food Consumption Patterns)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Writing Intensive Courses in other departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minor courses (if you had a minor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Feedback from FDNT faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help from family and friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private tutor (not from the Writing Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Check course(s) you felt helped increase your knowledge of writing and writing specific to food and nutrition (check all that apply).

- FDNT 110, Careers in FDNT
- FDNT 150, Foods Lecture
- FDNT 151, Foods Laboratory
- FDNT 212, Nutrition
- FDNT 213, Life Cycle Nutrition
- FDNT 250, Quantity Foods in Healthcare/Schools
- FDNT 355, Medical Nutrition Therapy I
- FDNT 362, Experimental Foods
- FDNT 364, Methods of Teaching
- FDNT 402, Community Nutrition
- FDNT 430, Professional Topics in FDNT
- FDNT 455, Medical Nutrition Therapy II
- FDNT 458, Advanced Human Nutrition
- FDNT 470, Human Food Consumption Patterns
- FDNT 484, Senior Seminar

18. Please add anything you'd like us to know about what the FDNT Department could have done to help you improve your skills as a writer.

Appendix E – Results of Senior Survey, Spring 2015

These are considered “baseline” survey results: perceptions of students before the writing-enriched curriculum was rolled out.

Response Rate = 68% (38/56)

Target = 75% of students perceive that department is meeting the criteria

Areas in which department is above expectations

- Question #8: 92% agree that writing in FDNT courses has helped reinforce course content
- Question #9: 84% say their ability to analyze and create arguments and persuade has improved or significantly improved
- Question #11: 88% say their ability to read and interpret professional FDNT literature has improved or significantly improved
- Question #12: 88% say their ability to support a thesis/premise with appropriate sources has improved or significantly improved

Areas in which department is meeting expectations

- Question #6.1: 72% say professors used writing as a tool for learning (freewriting, journaling, note-taking, etc)
- Question #10: 72% say their knowledge of writing styles in FDNT has improved or significantly improved
- Question #13: 72% say their ability to write a good first draft of a paper improved or significantly improved
- Question #15: 76% feel their ability to write clearly and concisely in the field had improved or significantly improved

Areas in which department is below expectations

- Question #4: 44% say department courses helped them significantly improve their writing
- Question #5: 44% say they received feedback on 5 or more papers by FDNT faculty
- Question #6.1: 32% agree a lot that their writing skills are stronger because of FDNT (68% agree somewhat)
- Question #6.3: 54% agree a lot that department seems committed to teaching students to write (56% agree somewhat)
- Question #6.4: 56% agree a lot that they learned to develop their own writing process (36% agree somewhat, 8% disagree)
- Question #6.5: 32% agree a lot that the department has prepared them to write for their career field (64% agree somewhat, 4% disagree)
- Question #14: 68% feel their ability to write to a professional audience has improved or significantly improved