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## **DEPARTMENT OF FOOD AND NUTRITION**



### **Department Writing Plan Version III**

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## Summary

In Spring 2023, Dr. Nicole Clark provided biennial assessment results. At that time, Dr. Nicole Clark and Dr. Jodie Seybold updated the entire document to reflect changes in academic assignments based on the continued accreditation of Accreditation Counsel for Education in Nutrition and Dietetics (ACEND), June 2029, the 2022 ACEND Competencies, and results from the data that is found in Appendix A and B

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.

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 Minnesota<sup>1</sup> 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 7) 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

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

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recommendations for full roll-out and sustained program facilitation on page 7 of this document.

At a meeting on April 22, 2019, the FDNT faculty voted unanimously to support the recommendations described below and adapt version II as their official Department Writing plan.

At a meeting on 05/02/2023 , the FDNT faculty voted 4/4 to support the recommendations described below and adapt version III as their official Department Writing plan.

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## **Food and Nutrition Department Writing Plan Rollout Fall 2016 | Updated Spring 2019| Updated Spring 2023**

### **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.

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- **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 pedagogy<sup>2</sup> 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. The faculty in the department recognizes 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

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

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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.

IUP FNDT faculty recognizes that writing also includes learning how to clearly communicate research findings in the style and structure required by healthcare disciplines. Students in FDNT will not be required to take English 202, Composition II. Instead, students meet the objectives of ENGL 202 by learning the following skills throughout their writing-focused courses:

- How to propose and complete a research paper via an appropriate scientific and technical format such as a research abstract, paper body and a technical bibliography. Students will also learn how to write in clear non-technical language for a general audience of non-healthcare professionals.
- How to read and cite disciplinary literature such as scientific journals, government publications, and technical reports. Students will also learn how to cite references correctly in an appropriate documentation style (AMA).
- How to edit and revise their writing with an awareness of the audience. Students will develop an understanding of different audiences for their writing, from healthcare professionals to consumers, and will modify drafts of their work to meet each audience's needs.
- How to communicate their research findings in effective oral presentations and consumer educational materials.

## 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

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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.

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 ways. 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.



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## **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, 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” to course syllabi as appropriate and discuss with students in classes as relevant.
- Through faculty development seminars with WAC director, workshop attendance, and writing-enriched curriculum, attempt to move assessment results to target 75% and maintain results in other areas
- Report 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)

## 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 100% of courses in the curriculum (20 courses offered; 20 using WTL = 100% of 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 <b>complete the 100 level</b> , they should be able to document processes, report findings, describe/ provide details, and demonstrate the ability to apply a food science principle in writing.				
110	Interview Assignment  Career Investigation  Written in-class assignments	Networking with a food and nutrition professional  Evaluate career options in 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	Grading Rubric	

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	<p>Chapter Worksheets, about 11 per semester</p> <p>Group work (WTL), writing on the spot about recipes</p>	<p>a food science project that includes explaining a food science principle, providing background information on the topic, and responding in writing to a peer's project.</p> <p>Students are expected to respond to questions regarding food preparation theory and practices.</p>	<p>Graded on both correct answers and reflection.</p>	<p>Students should be able to better understand principles of science in food preparation.</p>
151	<p>- Pre Labs</p>	<p>- Students complete the pre-lab to understand the recipe that they will be making in the lab, its cooking methods, and the steps they need to take in order to be successful in completing it.</p>	<p>- Worksheets are checked to make sure they are completed.</p>	<p>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.</p>
	<p>- Post Labs</p> <p>Recipe Analysis</p> <p>Notecards at the end of class (WTL)</p> <p>Tasting grid (WTL)</p>	<p>- 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.</p>	<p>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.</p>	
<p>When students <b>complete the 200 level</b>, 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.</p>				
212	<p>Diet Analysis Project</p> <p>Worksheets</p> <p>Reflections on worksheets</p>	<p>The project includes a paper that provides a summary of their analysis, reflection, and establishment of short- and long-term</p>	<p>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</p>	<p>The students should have a solid understanding of the nutrients and their importance for optimal health and</p>

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	(WTL)  One-minute papers (WTL) related to current issues in FDNT	goals.	on what it should include.	nutrition status. Skills include the 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	Case Scenarios/Studies  Discussion Questions  Group written project on life stages  Group plan (brainstorming) (WTL)  Progress report (WTL)	Students are required to apply nutrition knowledge to various life cycle scenarios. Some scenarios require the use of the Nutrition Care Process while other scenarios are simplified. In all cases. Looking for how well the student can apply nutrition knowledge to a specific situation.  Students are required to respond in writing to questions for purposes of class discussion.	Some assignments are graded based on the correct answer and others are reflection.  Graded based on whether they have completed the assignment.	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.  Same as above
245	Evaluate a Sports Supplement        Homework assignments based on module content and textbook readings	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.  Students are	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.	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.

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	<p>Personal Sports Nutrition Diet &amp; Activity Analysis Assignment</p> <p>One-minute papers (WTL)</p> <p>Entry/exit slips (WTL)</p>	<p>required to read assigned textbook 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>Students are graded on 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>
255	<p>Medical terminology quizzes</p> <p>Nutrition-Focused Physical Exam</p> <p>In-Class Labs</p> <p>Entry/exit slips (WTL)</p> <p>ADIME Note</p>	<p>To connect various pieces of assessment data and to develop critical thinking skills related to nutrition assessment.</p> <p>Write nutrition Dx statement using the appropriate format, standardized language, and medical terminology.</p>	<p>Students are graded on correct responses, depth and demonstration of comprehension and application of content.</p>	<p>Students should apply various nutrition assessment strategies and data to evaluate a client/patient situation and provide a nutrition diagnostic statement(s) that are appropriate for improved patient quality of care.</p>
<p>When students <b>complete the 300 level</b>, 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>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>

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<p>362/ 363</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>370</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>Self-assessments of food culture and practices</p>	<p>They are learning to put together resources that describe a population's food practices influenced by many factors.</p> <p>They are reflecting on their own cultural practices and beliefs around food, to better communicate with future patients, clients, and the public regarding food habits.</p>	<p>Rubric</p> <p>Rubric</p>	<p>Students are able to read and synthesize resources to create a factual description of cultural food practices.</p> <p>Students are able to identify their own food habits and food-related biases in order to help others engage in understanding how their food habits and food beliefs formed.</p>
<p>When students complete <b>the 400 level</b>, 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</p>				

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able to write career documents such as resumes, cover letters, and graduate school applications.				
402	<p>County Assessment (worksheets)</p> <p>In-class poster session on community/nation-wide programs</p> <p>Service Project - WTL (they evaluate the event as they go through the process, and they reflect on the whole process)</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 writing.</p>
410	<p>Class preparation activities (CPAs; questions to look up information and bring to class to discuss) (WTL)</p> <p>Critical thinking discussion boards</p> <p>Mini projects (Aging simulation, interviewing an older adult, nutrition assessment of an older adult) that require reflection on what was learned</p>	<p>Completion of CPAs allows for students to have a foundation and context of the lecture material before it's presented in class</p> <p>Identify strategies for caring for nutritional needs of older adult</p> <p>Gain awareness and empathy for health and nutrition-related issues that older adults face</p>	<p>Graded for completeness</p> <p>Graded using rubric</p> <p>Graded for completeness</p>	<p>Be able to synthesize information from the textbook to answer the CPA questions</p> <p>Be able to organize and analyze information to address discussion prompts; be able to share dialogue with their classmates that contributes to learning</p> <p>Demonstrate what they learned and the impact of each mini project on how they might care for the nutrition needs of future patients/clients who are older adults.</p>

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415	Sustainable Diets Paper	Compare and contrast varied diets using the sustainability lens, then identify how the student can support systems change toward more sustainable diets in the U.S.	Graded for completeness using a guidelines document.	Students apply research synthesis and critical thinking skills to communicate issues plaguing unsustainable food systems, and a proposal for change toward more sustainable diet patterns for the U.S.
422	Learning Checks  Campus food pantry project	Gain experience in summarizing assigned class readings and in how to write study questions  Develop marketing materials for the campus food pantry that includes nutrition education information about students and food/nutrition	Graded for completeness using a set of criteria  Graded using rubric	Students should be able to develop study questions about public health nutrition in a variety of formats (multiple-choice, short answer, fill-in-the blank).  Design a poster that markets the campus food pantry which includes information that they have gained from reviewing literature on campus food insecurity
430	Resume (WTL is revision, peer review, two outside reviewers)  Application Letter/Self-Statement (WTL - peer review, in-class drafting)	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.	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	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



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	<p>Ethics Problem</p> <p>Legislative Letter</p> <p>Career evaluation and soft skills assignments</p> <p>Two paragraph reflection on mock-interview</p>	<p>Develop a professional opinion to an ethical problem considering the Code of Ethics and other ethics-related literature.</p> <p>Students to state their opinion about a current federal legislative event.</p>	<p>Graded rather loosely based upon use of references that are provided and the student's professional versus personal decision-making logic.</p> <p>Use of a grading form.</p> <p>Graded for completeness</p> <p>Graded for completeness</p>	<p>professional editing (IUP Writing Center)</p> <p>Use of literature to make professional, ethical decisions versus using personal opinion.</p> <p>Follow directions. Develop a persuasive letter regarding a topic of food and nutrition policy interest.</p>
455	<p>Case Studies</p> <p>ADIME Note</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>
465/ 466	<p>Counseling Notes (for every client, but students only turn in 3 - WTL)</p> <p>Completion of worksheets that require the</p>	<p>Counsel clients and write a note in ADIME format</p> <p>Students write responses to</p>	<p>Graded with rubric</p> <p>Graded by instructor</p>	<p>How to write an outpatient counseling note and the NCP/ ADIME format</p>

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	<p>development of a counseling response to a client scenario.</p> <p>Self-evaluation of counseling skills</p> <p>Video evaluated by self, peer, and professor (WTL – evaluation is 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>demonstrate understanding of the counseling responses</p> <p>Students identify responses (graded) and reflect on response usage</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 food/nutrition educational session</p>	<p>ungraded</p> <p>Rubric</p> <p>Rubric - Lesson plans are graded for completeness and how well the plan is integrated and appropriate for audience.</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 skills and strategies when counseling clients.</p> <p>Written and oral communication skills development.</p>
471	<p>Discussion Questions with Group</p> <p>Final written and oral presentation</p>	<p>Work within group settings to discuss and summarize research from articles</p> <p>Present both orally and written (via PPT or another presentation format) on a topic in integrative and functional nutrition</p>	<p>Rubric</p> <p>Rubric</p>	<p>Written and oral communication skills development in a team environment</p> <p>Written and oral communication skills development.</p>
484	<p>Poster presentation (synthesize information with visuals)</p>	<p>Use of professional language and visuals to show understanding of a disease</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</p>

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	<p>Evidence Analysis Worksheets on primary research articles and/or review articles</p> <p>Possible presentation at undergraduate research forum</p>	<p>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>is time to present. This topic should be of interest to them for the rest of their career.</p>
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## Appendix A –Assessment Protocol for Senior Writing Samples

In 2018, Fourteen samples of student writing were collected from a 400-level course. 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.

A second evaluation took place in Spring of 2023 using 11 samples of students' work in a 400-level course. Graduate students in FDNT were trained as raters using extra samples from a prior semester; the rating session was facilitated by Dr. Clark.

Students are informed of the ability to remove themselves from this evaluation by the following that appears in the Departmental Undergraduate Students Handbook.

The Food and Nutrition undergraduate program is accredited by ACEND and goes through a program evaluation every 7 years. The Food and Nutrition Department also has an IUP's Writing Across the Curriculum Plan. Please be advised that your writing assignments may be randomly chosen for program assessment purposes. Program assessment activities will have no bearing on your course grade and, should your work be selected, your name will not be attached to it. If you have any questions about program assessment or wish to withdraw permission for use of your work, please contact the DPD director Dr. Nicole Clark ([nclark@iup.edu](mailto:nclark@iup.edu)).

An example of a writing assignment:

Based on the case study, write an ADIME note in the correct format including at least 2 nutrition diagnostic statements and the appropriate intervention, monitoring, and evaluation of the client's current situation. Use AMA citation style when appropriate.

The rubric can be found below.

	Insufficient (1)	Developing (2)	Meeting Expectations (3)	Exemplary
<u>Rhetorical knowledge</u>  Understanding of the audience, the context, and the purpose of each writing task and its part in the academic curriculum and professional field.	The purpose of the student work is not well defined and in general the work doesn't respond to the assignment or prompt.	The writer might insufficiently respond to the assignment, might be needlessly repetitive, or might frequently divert from the main purpose of the assignment.	The writer consistently and directly responds to the prompt or assignment and the central purpose of the student work is clear.	The writer engages fully with the assignment or writing prompt, and fully and directly addresses elements of the assignment in an interesting way.

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<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 B – 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.

The Spring 2023 data is provided as a comparison. Eleven students writing samples were assessed in a 400-level Food and Nutrition course.

**Areas in which student writing is ABOVE expectations: 77+**

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### Rhetorical Knowledge

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	<b>72%</b> (5/5)	<b>29%</b> (4/0)
2023	<b>90%</b> (5/5)	<b>10%</b> (1/0)

### Supporting Ideas

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	<b>65%</b> (3 / 6)	<b>36%</b> (4 / 1)
2023	<b>100%</b> (6/5)	<b>0%</b> (0/0)

### Organization/Clarity

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	<b>72%</b> (5 / 5)	<b>29%</b> (4 / 0)
2023	<b>100%</b> (6/5)	<b>0%</b> (0/0)

### Terminology

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	<b>72%</b> (4 / 6)	<b>29%</b> (4 / 0)
2023	<b>100%</b> (6/5)	<b>0%</b> (0/0)

### Polish

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	<b>72%</b> (4/6)	<b>29%</b> (4 / 0)
2023	<b>90%</b> (5/5)	<b>10%</b> (1/0)

### Citation/Documentation

year(s)	Exemplary/Meets Expectations	Developing/Insufficient
2018	<b>86%</b> (6 / 6)	<b>14%</b> (3 / 0)
2023	<b>100%</b> (6/5)	<b>0%</b> (0/0)

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### Areas in which student writing is BELOW expectations 77 and below

None

### Discussion of Assessment Results

Compared to the samples in 2018, students are meeting or exceeding expectations in all criteria. The student success in writing is most likely due to the amount of writing students are expected to do throughout this major, as evidenced in the curriculum map shown above. One hundred percent of the Food and Nutrition Departments' courses have some form of writing within the profession.

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