



**NUTR*4900 (Section 01): Selected Topics in Human Nutrition (.50 credits)
Physical Activity and Sedentary Behaviours: Prevalence, Trends, and Patterns**

Winter 2015 Course Syllabus

**Department of Family Relations and Applied Nutrition
University of Guelph**

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Office hours: Tuesday or Thursday, by appointment

- Often, your questions about administration matters will be answered by referring to the syllabus and/or CourseLink (a website for on-campus courses: <https://courselink.uoguelph.ca/shared/login/login.html>).

Course format:

Expected enrolment is approximately 20-25 students. The course entails readings and discussion on the course topic, student presentations (in small groups and/or individually, depending on student enrolment), a written critique of an article, and a comprehensive literature review.

Class times: Tuesday and Thursday, 10:00 – 11:20 am, MacKinnon, room 233

Course website: Announcements, updated schedules, grades, and other information will be posted on CourseLink.

Course description: This undergraduate course examines the prevalence, trends, and patterns of physical activity and sedentary behaviours.

Prerequisites: FRHD*3070 (Research Methods: Family Studies), NUTR*3090 (Clinical Nutrition I), and NUTR*4010 (Nutritional Assessment)

Restriction: Registration in B.A.Sc. Applied Human Nutrition major

Learning objectives for students:

1. To discuss specific physical activity and sedentary behaviours issues during in-class activities.
2. To critically appraise empirical articles in peer-reviewed journals.
3. To synthesize results in empirical research articles during oral and written literature reviews.
4. To effectively communicate (orally and in writing) critiques of scientific research during student presentations and written assignments.
5. To facilitate discussion of a research article.

Accessibility:

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual, and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services (SAS) as soon as possible. For more information, contact SAS at 519-824-4120, ext. 56208 or email csd@uoguelph.ca or refer to the SAS website.

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community (faculty, staff, and students) to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The academic misconduct policy is detailed in the undergraduate calendar:
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>.

The Learning Commons' academic integrity tutorial, which includes a plagiarism module, is available at
<http://www.academicintegrity.uoguelph.ca/>.

Turnitin (message from Acting Associate Dean [Academic], College of Social and Applied Human Sciences [CSAHS]):

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2014/15 undergraduate calendar states: "Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it" (p. 31).

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in CSAHS.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

I posted a student guide for Turnitin on CourseLink.

Evaluation:

| Method | % of final grade | Date |
|--|------------------|------------------------|
| Oral: | | |
| Critique of assigned reading in course schedule table (also see Appendix A) | 15 | Jan. 22 – Feb. 12 |
| Facilitate discussion for critique of assigned reading in course schedule table (also see Appendix B) | 5 | Jan. 22 – Feb. 12 |
| Partial literature review (see Appendix A) | 20 | Feb. 24 – Apr. 2 |
| Meaningful participation in class discussions (not mere attendance) | 20 | Ongoing |
| Written: | | |
| Critique of " common " assigned article (reference is in the syllabus) (see Appendix C) | 10 | Due Feb. 12 (in class) |
| Comprehensive literature review paper (see Appendix D) | 30 | Due Apr. 2 (in class) |

Grading system:

The grading system described in the undergraduate calendar will be used. The grading system is as follows:

| Letter grade | % | Letter grade | % |
|--------------|--------|--------------|-------|
| A+ | 90–100 | C+ | 67–69 |
| A | 85–89 | C | 63–66 |
| A- | 80–84 | C- | 60–62 |
| B+ | 77–79 | D+ | 57–59 |
| B | 73–76 | D | 53–56 |
| B- | 70–72 | D- | 50–52 |
| | | F | 0–49 |

Protocol:

- It is important that you attend classes regularly and complete the readings to do well in this course.
- Meaningful participation in class discussions contributes to learning so you are expected to attend classes and participate in discussions. All of us share the responsibility of creating an environment that facilitates class discussions. You are expected to come to class prepared to ask discussion questions and to comment on questions raised by the presenters and discussants.
- Please come to class on time, turn off your cell phone, and refrain from conversations with your classmates during class. These activities disrupt class, making it difficult for your classmates to focus on the information presented. So please be considerate of others.
- The electronic recording of classes is expressly forbidden without the prior consent of the instructor. This prohibition extends to all components of the course, including but not limited to lectures and seminars, whether conducted by the instructor, seminar leader, or other designated person. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.
- I anticipate that the small groups will function well and that group members will contribute substantially. However, if there are group conflicts that cannot be resolved within the group, then arrange a meeting with me to discuss the matter.
- As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.
- Information about what you should do if you are unable to complete course work because of medical, psychological or compassionate circumstances is given in the undergraduate calendar, in the “academic consideration, appeals and petitions” section. If you are not able to meet an in-course requirement due to illness or compassionate reasons, please inform me (or other designated person) in writing (include your name, mailing address, and e-mail address). Where possible, this should be done in advance of the missed work or event. If this is not possible, this should be done as soon as possible after the due date, and certainly no later than one week. If appropriate documentation of your inability to meet the in-course requirement is necessary, I (or other designated person) will request it of you.
- The last date to drop one-semester courses, without academic penalty, is March 6.

Readings:

The readings for each week should be read before coming to class so that you are prepared to participate in class discussions. Bring your readings to class.

The journal articles (i.e., readings) are available through the library via e-journals: <http://www.lib.uoguelph.ca/>.

The U of G library has various “library guides” or resources that you might find helpful (e.g., academic integrity; American Psychological Association (APA) style referencing; critical reading; finding articles): <http://guides.lib.uoguelph.ca/>.

Course components:

1. Oral critique of assigned reading (i.e., reading in course schedule table)

You will be given time to create your own group during the first week of classes. After this, I will assign students who are not in groups to specific groups. Then, I will randomly assign groups to specific dates for student presentations.

Student enrolment will be considered to determine whether student presentations will be in a small group (and the group size) and/or individually, the number of presentations, and the duration of presentations. I appreciate your flexibility on this.

Considering current student enrolment, it is expected that some students will form pairs to present and that other students will present individually. In general, there will be 2 presentations per class. **There is a maximum of 20 minutes for each presentation (this allotment includes time to answer questions from classmates and me).**

- You will have the opportunity to answer questions when a classmate facilitates discussion related to your assigned article.

You will critically appraise the assigned research article. In preparing the presentation, you are expected to seek out background information necessary to understand the article (e.g., supplementary data linked to the article; previously cited studies; websites), to be able to explain the research methods and results to the class, and to answer questions concerning the article.

Email your Microsoft PowerPoint presentation to me by 10:00 a.m. one day before the presentation.

- Use white background to make it easier for me to print slides.
- Use this software to ensure compatibility with my Mac laptop (for you to use in class). Using other software may distort your slides.
- Submit your slide show in Dropbox in CourseLink (don't submit it to my email address).
- There will be a 10% (out of 100) penalty for late submissions.

Your emailed presentation will be considered the final presentation to be downloaded on my Mac laptop, which I will also use to print a hard copy of slides that I can review prior to class. Therefore revised presentations will not be accepted after the initial submission.

- Ensure that all of your material on each slide is visible so that I can print a hard copy of slides properly (e.g., clipart should not cover text).
- Lucia Costanzo (Data Resource Centre, Library) has generously offered to provide statistics consultation to students in this course. I strongly encourage you to make an appointment with her (lcostanz@uoguelph.ca) if you want assistance to enhance your understanding of the statistics used in the assigned article. She will not provide consultation on research methodology. If you obtain statistics consultation from Lucia, then acknowledge her assistance on a specific date on your first slide (i.e., title slide that references the article, lists the presenters, etc.).
- Your final slide should briefly list each group member's contribution to developing and delivering the presentation. This is for my review only (don't show this slide in class).

2. Facilitate discussion for critique of assigned reading (i.e., reading in course schedule table)

Considering current student enrolment, it is expected that some students will form pairs to facilitate (same partners for oral critique of assigned reading) and that other students will facilitate individually. In general, there will be 2 discussions per class. **There is a maximum of 10 minutes to lead class discussion of the research article previously critiqued.**

- This time allotment doesn't include time allotted to the presenter to also answer questions.
- Discussants are encouraged to meet with the presenters when preparing for facilitation.

The role of the discussant is to facilitate a deeper discussion of key issues from the article. Facilitate discussion of 2 key issues related to methods (e.g., sampling, research design, and measurement).

Email your Microsoft PowerPoint slides (use white background) to me by 10:00 a.m. one day before the class.

- Submit your slide show in Dropbox in CourseLink (don't submit it to my email address).

- **There will be a 10% (out of 100) penalty for late submissions.**

Your emailed slides will be considered the final slides and therefore revised slides will not be accepted after the initial submission.

3. Written critique of "common" assigned article

Each student will independently critically appraise the following journal article:

TBA

Critiquing the article includes critiquing the research methods (e.g., sampling, research design, and measurement), describing and interpreting the main results, etc.. Discuss the strengths and limitations of the research.

Complete the critique independently. Don't collaborate on the critique (it is not a group effort).

Checklist for the critique:

- Maximum of 5 pages** (if more than 5 pages are submitted, only the first 5 pages will be graded)
- Should **not** have a title page and reference section
- Use the following headings (introduction; sample; measures; research design; procedure; results and discussion)
- Your name and page numbers are in the header of the document
- Printed on 1 side of page
- 8.5" x 11" paper
- Double-spaced
- 2.5 cm. margins
- 12-point font size
- Not stapled (using a paper clip is fine)

BOTH a paper copy and an electronic copy of the critique are due by Feb. 12, 11:20 am. Late submissions have a 10% (out of 100) per day penalty.

- **When you submit your paper copy, sign a form that will be available to ensure that you are given marks for completed work.**
- **Submit the electronic copy (Microsoft Word) in Dropbox in CourseLink (don't submit it to my email address).**

4. Comprehensive "traditional narrative" literature review paper (term paper)

Each student will independently write a term paper on a selected research question related to the prevalence, trends, and patterns of physical activity and sedentary behaviours (i.e., so these behavioural outcomes).

- **The topic cannot be research focusing on interventions (it's not the focus of this course).**

After browsing some of the literature to identify possible more-specific research questions of interest (rather than a research question that is too broad), make an appointment with me to discuss the research questions that you're interested in, to review some abstracts that you have retrieved, and to **obtain required approval of the research question**. This will ensure different topics among the student presentations.

- **Your topic should be approved by Feb. 5.**
- Research questions will not be approved via email.

As a comprehensive literature review, the term paper should thoroughly describe the body of knowledge about your research question. Ensure that you include more-recently-published, "primary" (original) journal articles to adequately address your research question. Also, articles will need to be reviewed to provide the rationale for your research question in the introduction of the term paper, etc.. Critique as many articles as required to review the

literature comprehensively. Integrate the research findings from the journal articles and don't simply do a critical appraisal of each article separately. **Therefore, the term paper should not include tables.**

The University of Guelph may not have all the articles that you require for your term paper. Therefore, you may need to obtain articles that are central to your research question through inter-library loan:

<http://www.lib.uoguelph.ca/>. Allow adequate time for ordering articles.

The term paper should include an introduction (including your research question), strengths and limitations of the research, a summary of the main findings, implications of the results, conclusions, and your suggestions for future research. Paraphrase information in articles (don't quote information because your term paper should show that you are restating ideas from sources in your own words). Use headings and sub-headings to organize your report and include page numbers.

Use the style in the American Psychological Association's (2010) publication manual of the American Psychological Association (APA) (6th ed.) for citing references in the body of the term paper and for listing references. You don't have to use the APA style for writing other elements of the term paper.

Checklist for the critique:

- Use Turnitin to screen the final version of the term paper
- *Maximum of 12 pages** (if more than 12 pages are submitted, only the first 12 pages will be graded)
- *Should have a title page, reference section (use single space for the reference section), and appendix that shows the abstract linked to each "primary" journal article reviewed in your term paper**
- Your name and page numbers are in the header of the document
- Put your home mailing address on the title page so I can return the term paper at the end of the semester
- Printed on 1 side of page
- 8.5" x 11" paper
- Double-spaced
- 2.5 cm. margins
- 12-point font size
- Not stapled (using a paper clip is fine)

Note: *The page limit does not include the number of separate pages for the title page, the reference section, and the appendix.

Complete the term paper independently. Don't collaborate on the term paper (it is not a group effort).

BOTH a paper copy and an electronic copy of the term paper are due by Apr. 2, 11:20 am. Late submissions have a 10% (out of 100) per day penalty.

- **When you submit your paper copy, sign a form that will be available to ensure that you are given marks for completed work.**
- **Submit the electronic copy (Microsoft Word) in Dropbox in CourseLink (don't submit it to my email address).**

5. Oral presentation re: partial literature review

You will present individually. In general, there will be 2 presentations per class. **There is a maximum of 30 minutes for each presentation (this allotment includes time to answer questions from classmates and me).**

- Student enrolment will be considered to determine the number of presentations and the duration of presentations.

Present on the **same research question** that was approved for your term paper.

Summarize and critically appraise 3 "primary" journal articles published in the last 5 years. **None of these 3 articles should be from the list of assigned readings. Also, the 3 articles should be authored by different researchers.** Integrate the research findings from the journal articles and don't simply do a critical appraisal of each

article separately. The presentation can include tables. In preparing the presentation, you are expected to seek out background information necessary to understand the selected topic (e.g., supplementary data linked to the article; previously cited studies; websites). Also, facilitate discussion of key issues related to methods (e.g., sampling, research design, and measurement).

Email your Microsoft PowerPoint presentation (use white background) to me by 10:00 a.m. one day before the presentation.

- **Submit your slide show in Dropbox in CourseLink (don't submit it to my email address).**
- **There will be a 10% (out of 100) penalty for late submissions.**

Your emailed slides will be considered the final slides and therefore revised slides will not be accepted after the initial submission.

- If you obtain statistics consultation from Lucia Costanzo, then acknowledge her assistance on a specific date on your first slide (i.e., title slide that references the article, lists the presenter, etc.).

Course schedule:

I reserve the right to revise the schedule of classes as needed, as long as you are given adequate notice. If class is cancelled (e.g., bad weather), all remaining presentations will be shifted (e.g., cancelled presentation will be the next presentation).

| Date | Required readings and presentations | Presenter(s) | Discussant(s) |
|---|--|--------------|---------------|
| Foundation: | | | |
| Tues. Jan. 6 | Overview of the course | NA | NA |
| Thurs. Jan. 8 | Review of research methods and critical appraisal <ul style="list-style-type: none"> • Jack, L., Hayes, S. C., Scharalda, J. G., Stetson, B., Jones-Jack, N., Valliere, M., . . . LeBlanc, C. (2010). Appraising quantitative research in health education: Guidelines for public health educators. <i>Health Promotion Practice</i>, 11(2), 161-165. • Gretebeck, K. A., Radius, K., Black, D. R., Gretebeck, R. J., Ziemba, R., & Glickman, L. T. (2013). Dog ownership, functional ability, and walking in community-dwelling older adults. <i>Journal of Physical Activity & Health</i>, 10(5), 646-655. | NA | NA |
| Tues. Jan. 13 | Overview of literature search and literature review (class is in Library, room 034A) <ul style="list-style-type: none"> • Peggy Pritchard, Librarian, Learning and Curriculum Support | NA | NA |
| Thurs. Jan. 15 | Writing advice <ul style="list-style-type: none"> • Kim Garwood, Manager, Writing Services, Learning and Curriculum Support | NA | NA |
| Student presentations: Critique of assigned readings | | | |
| Tues. Jan. 20 | Overview of statistics (class is in University Centre, room 103) <ul style="list-style-type: none"> • Lucia Costanzo, Data Resource Centre, Library | NA | NA |
| Thurs. Jan. 22 | <ul style="list-style-type: none"> • Kwan, M. Y., Cairney, J., Faulkner, G. E., & Pullenayegum, E. E. (2012). Physical activity and other health-risk behaviors during the transition into early adulthood: A longitudinal cohort study. <i>American Journal of Preventive Medicine</i>, 42(1), 14-20. • Evenson, K. R., & Wen, F. (2010). National | ? | ? |

| Date | Required readings and presentations | Presenter(s) | Discussant(s) |
|-------------------|---|--------------|---------------|
| | trends in self-reported physical activity and sedentary behaviors among pregnant women: NHANES 1999–2006. <i>Preventive Medicine</i> , 50(3), 123-128. | | |
| Tues. Jan. 27 | <ul style="list-style-type: none"> • Langlois, K. A., Birkett, N., Garner, R., & O'Loughlin, J. (2012). Trajectories of physical activity in Montreal adolescents from age 12 to 17 years. <i>Journal of Physical Activity & Health</i>, 9(8), 1146-1154. • Sirard, J. R., Bruening, M., Wall, M. M., Eisenberg, M. E., Kim, S. K., & Neumark-Sztainer, D. (2013). Physical activity and screen time in adolescents and their friends. <i>American Journal of Preventive Medicine</i>, 44(1), 48-55. | ? ? | ? ? |
| Thurs. Jan. 29 | <ul style="list-style-type: none"> • Ramirez, E. R., Norman, G. J., Rosenberg, D. E., Kerr, J., Saelens, B. E., Durant, N., & Sallis, J. F. (2011). Adolescent screen time and rules to limit screen time in the home. <i>Journal of Adolescent Health</i>, 48(4), 379-385. • Pfeiffer, K., Colabianchi, N., Dowda, M., Porter, D., Hibbert, J., & Pate, R. R. (2011). Examining the role of churches in adolescent girls' physical activity. <i>Journal of Physical Activity & Health</i>, 8(2), 227-233. | ? ? | ? ? |
| Tues. Feb. 3 | <ul style="list-style-type: none"> • Kangasniemi, A., Lappalainen, R., Kankaanpää, A., & Tammelin, T. (2014). Mindfulness skills, psychological flexibility, and psychological symptoms among physically less active and active adults. <i>Mental Health and Physical Activity</i>, 7(3), 121-127. • Borodulin, K., Mäkinen, T., Leino-Arjas, P., Tammelin, T. H., Heliövaara, M., Martelin, T., . . . Prättälä, R. (2012). Leisure time physical activity in a 22-year follow-up among Finnish adults. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 9(1), 121-126. | ? ? | ? ? |
| Thurs. Feb. 5 | <ul style="list-style-type: none"> • Aparicio-Ting, F. E., Friedenreich, C. M., Kopciuk, K. A., Plotnikoff, R. C., & Bryant, H. E. (2014). Interpersonal and social environment correlates of leisure-time physical activity for cancer prevention: A cross-sectional study among Canadian adults. <i>Journal of Physical Activity and Health</i>, 11(4), 790-800 • Cairney, J., Kwan, M. Y. W., Veldhuizen, S., & Faulkner, G. E. J. (2014). Who uses exercise as a coping strategy for stress? Results from a national survey of Canadians. <i>Journal of Physical Activity and Health</i>, 11(5), 908-916. | ? ? | ? ? |
| Tues. Feb. 10 | <ul style="list-style-type: none"> • Swanson, K. C., & McCormack, G. R. (2012). The relations between driving behavior, physical activity and weight status among Canadian adults. <i>Journal of Physical Activity & Health</i>, 9(3), 352-359. • Cowie, E., & Hamilton, K. (2014). Key beliefs | ? ? | ? ? |

| Date | Required readings and presentations | Presenter(s) | Discussant(s) |
|---|---|--------------|---------------|
| | related to decisions for physical activity engagement among first-in-family students transitioning to university. <i>Journal of Community Health</i> , 39(4), 719-726. | | |
| Thurs. Feb. 12 | <ul style="list-style-type: none"> • Hull, E. E., Rofey, D. L., Robertson, R. J., Nagle, E. F., Otto, A. D., & Aaron, D. J. (2010). Influence of marriage and parenthood on physical activity: A 2-year prospective analysis. <i>Journal of Physical Activity & Health</i>, 7(5), 577-583. • Meisner, B. A., Weir, P. L., & Baker, J. (2013). The relationship between aging expectations and various modes of physical activity among aging adults. <i>Psychology of Sport and Exercise</i>, 14(4), 569-576. | ? | ? |
| Mon. - Fri. Feb. 16-20 | Winter Break: No classes scheduled | | |
| Student presentations: Partial literature review | | | |
| Tues. Feb. 24 | <ul style="list-style-type: none"> • ? • ? | ? | NA |
| Thurs. Feb. 26 | <ul style="list-style-type: none"> • ? • ? | ? | NA |
| Tues. Mar. 3 | <ul style="list-style-type: none"> • ? • ? | ? | NA |
| Thurs. Mar. 5 | <ul style="list-style-type: none"> • ? • ? | ? | NA |
| Tues. Mar. 10 | <ul style="list-style-type: none"> • ? • ? | ? | NA |
| Thurs. Mar. 12 | <ul style="list-style-type: none"> • ? • ? | ? | NA |
| Tues. Mar. 17 | <ul style="list-style-type: none"> • ? • ? | ? | NA |
| Thurs. Mar. 19 | <ul style="list-style-type: none"> • ? • ? | ? | NA |
| Tues. Mar. 24 | <ul style="list-style-type: none"> • ? • ? | ? | NA |
| Thurs. Mar. 26 | <ul style="list-style-type: none"> • ? • ? | ? | NA |
| Tues. Mar. 31 | TBA | TBA | TBA |
| Thurs. Apr. 2 | TBA | TBA | TBA |

Appendix A

NUTR*4900 (W15) - Evaluation of:

- Oral Critique of Assigned Reading
- Oral Presentation re: Partial Literature Review

(page 1 of 2)

Presenter(s): _____ **Date:** _____

CONTENT

1. Introduction

| | | | | | | | | | | |
|---|---|---|---|---|---|---|--------|---|---|--|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| Gives appropriate introduction. Sets the stage for what is to follow. | | | | | | | ←————→ | Dull opening. Partial or no introduction. No rationale given. | | |

2. Content

| | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|--------|---|----|----|---|---|---|---|---|---|---|---|---|--|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| Treated in some depth. Critical thinking demonstrated. Evidence of synthesis/integration. Important points stressed. Interesting. Logical flow. Organized. | | | | | | | ←————→ | Superficial. Lack of critical thinking. Poor synthesis/integration. Important points lacking. Uninteresting. Poor flow. Disorganized. | | | | | | | | | | | | |

3. Understanding

| | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|--------|---|----|----|---|---|---|---|---|---|---|---|---|--|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| Understanding of topic and article(s) is clear. Makes accurate statements. Answers questions well. | | | | | | | ←————→ | Unclear, confused. Some inaccuracies. Difficulty answering questions. | | | | | | | | | | | | |

4. Summary/Conclusion

| | | | | | | | | | | |
|---|---|---|---|---|---|---|--------|--|---|--|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| Repeats key ideas. Places content in larger context. Gives a final interpretation and overview. | | | | | | | ←————→ | Concludes abruptly without summarizing main points. Does not repeat key ideas. Does not place what was presented into context. | | |

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DELIVERY

5. Visual Aids

| | | | | | | | | | |
|--|---|---|---|--------|---|---|--|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Are effective in enhancing talk and help understanding. Slides are easy to read, and not crowded with information. | | | | ←————→ | | | Do not add much to presentation. Poor choice of fonts/graphics. Shown too quickly. Slides cluttered. Not well explained. | | |

6. Audience Contact

| | | | | | | | | | |
|---|---|---|---|--------|---|---|--|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Maintains interest. Establishes eye contact. Minimal reading from slides/notes. Enthusiastic. | | | | ←————→ | | | Audience bored, and not involved. Does not look at audience. Reads slides/notes. Lacks enthusiasm. | | |

7. Voice, Language and Mannerisms

| | | | | |
|--|---|--------|---|--|
| 5 | 4 | 3 | 2 | 1 |
| Voice can be heard easily. Tone of voice varied. Good diction. Does not raise voice at end of sentences. Relaxed posture, no distracting mannerisms. | | ←————→ | | Hard to hear. Monotonous voice. Poor pronunciation. Raises voice at end of sentences. Interjects “um” and/or “OK”. Tense, stiff, and/or displays mannerisms which detract. |

8. Timing

| | | | | |
|---|---|--------|---|---|
| 5 | 4 | 3 | 2 | 1 |
| Pace is good throughout. Number of slides and content suited to time available. Right amount of time to explain each slide. | | ←————→ | | Rushed at end, or too slow. Attempted too many ideas/slides for time available. Not enough/too much time spent on slides. |

9. Overall Style and Level of Presentation

| | | | | | | | | | |
|---|---|---|---|--------|---|---|--|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Appropriate for audience (professional, “pitched” at suitable level). Relaxed. Confident. Engaged classmates. | | | | ←————→ | | | Unprofessional. Too informal. Presented at a level too high/too low for this audience. Didn’t engage classmates. | | |

Comments:

| | |
|-------|------|
| Total | /100 |
|-------|------|

Appendix B

NUTR*4900 (W15) - Evaluation of Facilitating Discussion for Critique of Assigned Reading

Discussant(s): _____ **Date:** _____

1. Issues/findings

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|--------|---|---|--|---|---|
| Identifies two issues in the areas of sampling, research design, measurement, etc. Provides background for the audience. | | | | ←————→ | | | Focuses on only one issue or covers too many for the audience to grasp. No background. | | |

2. Questions for audience

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|--------|---|---|---|---|---|
| Posed two relevant questions for the audience to encourage discussion of critical issues. Able to keep the discussion going. | | | | ←————→ | | | No questions, or trivial questions which do not help the audience to understand critical points. Discussion falls flat. | | |

3. Delivery

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|--------|---|---|--|---|---|
| Relaxed, enthusiastic. Is concise and clear. Professional. Easily heard. | | | | ←————→ | | | Tense, appears bored. Rambles and/or confuses audience with explanations. Unprofessional. Too quiet or too loud. | | |

Comments:

| | |
|-------|-----|
| Total | /30 |
|-------|-----|

Appendix C
NUTR*4900 (W15) - Evaluation of Written Critique of "Common" Assigned Article

Student: _____

| Component | % |
|--|--------------|
| Introduction in article (including objectives or hypotheses) | /10 |
| Sample | /15 |
| Measures | /15 |
| Specific research design (including design issues) | /15 |
| Procedure | /15 |
| Results and discussion (including conclusion) | /15 |
| Your writing style, organisation, and grammar | /15 |
| Total | /100% |

Comments:

Appendix D
NUTR*4900 (W15) - Evaluation of Comprehensive Literature Review Paper

Student: _____

| Component | |
|--|---------------|
| The objective (or purpose) of this paper is stated in specific terms. It is clear which aspects of the problem will be considered. It is sufficiently restricted to permit analysis in some depth. The meanings of terms or concepts which are central to this paper have been clearly explained; definitions given. | / 5 |
| The review of literature provides a synthesis of relevant material, ideas are well understood; and information has been used accurately. Discussion of the studies is integrated. It has been structured to be consistent with the scope of the topic; shows some breadth of coverage of topic, as well as depth. | / 20 |
| The sources of information were most appropriate for problem chosen. Maximum use was made of primary sources. Sources were sufficient for this project. | / 10 |
| Critical appraisal of the literature is well done with a thorough discussion of the strengths and limitations of the studies. | / 25 |
| Recommendations for future research are appropriate. | / 5 |
| Organization, presentation, and composition. Skillful, pleasant, and easy to read. Paragraphs develop logically. Meanings are clear. Sentence structure is concise, grammatically correct, and cohesive. Minimum use of extraneous or repetitious material. Systematically using subheadings. Ample margins allowed. References are easy for the reader to find and follow. No spelling or punctuation errors. References are cited correctly, following the APA style. | / 30 |
| Recommendations for health professionals are clear and based on the review. | / 5 |
| Total | / 100% |

Comments: