



**Syllabus for  
GSR 230 The American Diet  
Fall 2008**

**Instructors**

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HMB W411B

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Office Hours: MW 1:00-2:50 pm  
W 10:00-10:50 am

**Class Meeting Times and Locations**

Lecture	MW	8:00-9:50 am	SAC 1214
Lab	F	8:00-9:50 am	Location TBA

**Course Description**

**General GSR 230 Description**

This is an Integrated Learning Course which emphasizes the fourth Undergraduate Student Learning Outcome: Knowledge and Inquiry, in particular scientific and quantitative approaches to understanding human experience and the natural world. This course will be team-taught by at least two faculty members from different disciplines and will focus on a central topic; topics will vary from section to section and semester to semester.

**Description of The American Diet**

This is a unique, interdisciplinary seminar on The American Diet that will integrate concepts from English and Biology. We will analyze how language is used to talk about nutrition and food and help you develop your essay writing and research skills. We will study nutrition science and become familiar with some current theories. We will also perform basic laboratory experiments that relate directly or indirectly to nutrition science.

This section of GSR 230 is six credits and counts towards the general studies requirements.

**Prerequisites**

GSR 104, 150

**GSR 230 Common Objectives**

## I. Language and Communication

Course Objectives	Learning Opportunities	Assessments
1a Compose a written text in one or both of the two most common formats in science: research articles or literature reviews.	Literature review on one topic relevant to student's final paper and poster topic; three research articles.	Literature review rubric/checklist
1b Compose an ASL presentation in one or both of the two most common presentation formats in science: poster or platform presentations, avoiding plagiarism.	Poster presentation analyzing a specific diet/diet approach (i.e., South Beach Diet, Weight Watchers, Veganism, etc) for both its nutritional soundness and its rhetorical appeal; "Journal Club" presentation on a research article.	Assignment checklists
1c Use rhetorical conventions (e.g., style, tone, grammar) appropriate to the field(s) studied and texts composed in this course.	A variety of written and signed assignments including literature review, lab report, final synthesis paper, final poster presentation, in-class discussions.	Varies depending on which text.
1d Analyze, interpret, and respond appropriately to the rhetorical problem(s) presented in assignments and prompts.	A variety of written and signed assignments including literature review, lab report, final synthesis paper, final poster presentation, in-class discussions.	Assignment checklists.
1e Correctly cite, paraphrase and quote from primary and secondary sources, avoiding plagiarism.	Literature review, rhetoric analysis paper, final synthesis paper, debate, final synthesis presentation.	Assignment checklists.
1f Revise and edit academic texts, incorporating feedback.	All multiple-draft assignments including literature review, research article, final synthesis paper, and poster presentation.	Assignment rubric or checklist showing improvement from first to final draft.

## II. Critical Thinking

Course Objectives	Learning Opportunities	Assessments
2a Analyze, interpret, and critically evaluate scientific problems and publications.	Literature review; debates; final synthesis paper and presentation; exams.	Assignment criteria checklists; exams.
2b Select sources on the basis of relevance, variety and quality	Literature review; debates; final synthesis paper and presentation.	Assignment criteria checklists.
2c Synthesize ideas, within and across disciplines, to address complex problems.	Final synthesis paper and presentation; debates.	Assignment criteria checklists.
2d Evaluate arguments and evidence in own and peers' work, and from other materials using standard logical techniques and discipline specific techniques.	Peer feedback on debates and paper drafts; Identification of logical fallacies in course readings.	Assignment checklists; comments from peers on peer feedback.
2e Give compelling evidence to support conclusions.	Debates; rhetoric analysis paper; research article; final synthesis paper and presentation.	Assignment checklists
2f Consider and respond to objections against own conclusions.	Debates.	Debate checklist.

### III. Identity and Culture

#### Course Objectives

3a Demonstrate an understanding of one's self and respect for complex identities of others, their histories and their cultures.

#### Learning Opportunities

Debates; Various course discussion and activities on the role of culture in food choices.

#### Assessments

Debate checklist; exams.

### IV. Knowledge and Inquiry

#### Course Objectives

4a Apply the scientific method to assess a problem in the natural world: analyze observations that will lead to the design of hypothesis (or hypotheses); collect data via research or experimentation; analyze and evaluate results; and recommend further modifications or experimentation.

#### Learning Opportunities

Various labs through the semester, three of which will be documented with research articles.

#### Assessments

Research article checklist. Questions on exams on information from labs.

4b Apply appropriate statistics to data using any software package (e.g. Excel, SPSS, SAS) to analyze results.

Use of Excel to run various statistical analyses of experimental data.

Research article checklist.

### V. Ethics and Social Responsibility

#### Course Objectives

5a Demonstrate Academic Integrity

#### Learning Opportunities

All course work.

#### Assessments

Criteria checklists—all include criteria for academic integrity.

5b Work effectively in teams

Debates; lab experiments.

Debate criteria checklist; Lab participation.

5c Articulate the ethical implications of the scientific investigation(s) they undertake

Class discussion; research articles.

Instructor observation; research article criteria checklist.

5d Ensure the protection of human subjects

Presentation by IRB.

Research paper criteria checklist (evaluation of experiment design).

5e Demonstrate intellectual honesty, respect and integrity.

All course work.

Instructor observation

5f Work effectively in teams, including those of diverse composition.

Debates; lab experiments.

Debate criteria checklist; research article checklist.

5g Identify and consistently apply ethical standards in the areas of study.

Class discussion of assigned readings.

Instructor observation

### Other GSR 230 Common Required Items

#### Category

#### Item

1 ASL Product for Portfolio

Presentation on a research article ("Journal Club")

2 English Product for Portfolio

Research article reporting on laboratory research, incorporating statistical analysis.

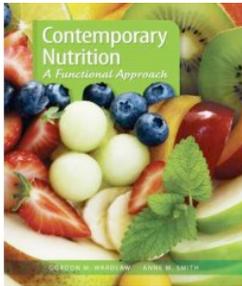
### American Diet Course-Specific Objectives

Students will:

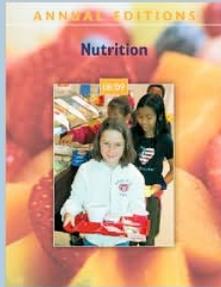
1. Determine and evaluate the rhetorical stances of a variety of texts in different fields.
2. Identify the subject of texts, the intended audience, the point of view, biases, authority, and the author's purpose.

3. Summarize and compare and contrast different positions or hypotheses.
4. Evaluate arguments for validity, recognize assumptions and biases, methods of persuasion, and basic logical fallacies.
5. Be familiar with current theories and knowledge in nutrition science based on the assigned reading materials.
6. Be able to understand some peer-reviewed publications in nutrition science, including understanding of concepts and field-specific terminology.

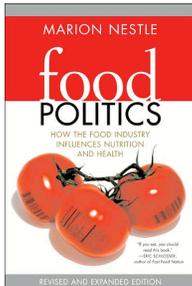
### Required Materials



***Contemporary Nutrition: A Functional Approach*** by Gordon M. Wardlaw and Anne M. Smith.  
ISBN 978-007723796-7



***Annual Editions: Nutrition*** by Dorothea J. Klimis-Zacas, ed.  
ISBN 978-007351547-2



***Food Politics: How the Food Industry Influences Nutrition and Health, Revised and Expanded Edition*** by Marion Nestle.  
ISBN 978-0520254039

***Laboratory Manual for The American Diet.*** The lab manual will be available as a PDF and posted on Blackboard. Students are responsible for printing out their own copy.

**Selected articles** which will be provided by the instructors, either in class or posted on Blackboard. Students are responsible for attending class and checking Blackboard periodically for this type of assigned reading.

**Gallaudet e-mail account.** If you do not use Gallaudet e-mail, set your Gallaudet account to forward to the account that you do read.

**Access to *my.gallaudet.edu*.** We will be posting assignments and making periodic announcements on Blackboard. Your grade book will also be visible from Blackboard.

## Assessment

### Grading

Grades will be calculated as shown below. Extra credit assignments will not be given to improve course averages.

A	100-90%	Three Exams	15%
B+	89-85%	Rhetorical Analysis Paper	5%
B+	84-80%	Literature Review Paper	10%
C+	79-75%	Final Synthesis Paper	15%
C	74-70%	Three Research Articles	15%
D+	69-65%	Journal Club Presentation	5%
D	64-60%	Poster Presentation	5%
		Debate	5%
		Attendance and Active Participation	15%
		Homework , Quizzes, Class Work	10%
		<b>TOTAL</b>	<b>100%</b>

### Examinations

**Three exams** will be given during scheduled class periods. Each exam will be **comprehensive**, covering all material from the beginning of the semester to the exam date. The material for these exams will be based upon assigned reading and presentations. We will make our presentation notes available for you to study. The third exam will be given during the final exam period on the assigned time for this course.

### Major Papers

You will write **three major papers**:

- The first paper will be an analysis of the rhetoric in the movie *Super Size Me*.
- The second paper will be a review of literature on an issue that relates to the diet you will analyze for your third paper.
- The third paper will be a synthesis paper which analyzes a diet, from both a nutrition science and a rhetorical perspective.

We will post assignment sheets for each major paper on Blackboard. The assignment sheet will list the criteria that we will use for grading.

## Research Articles

You will write **three research articles** that will be based on experiments conducted during class. The research article format which we use closely matches what is used in professional journals. The laboratory manual has a section detailing how to write a research article, and we will also discuss this during class. We will describe the assignment in detail and list the criteria on its assignment sheet.

## Journal Club Presentation

You will produce a short video presentation in which you will summarize a research article on nutrition that you find interesting. The assignment sheet will describe the assignment in detail and list the criteria.

## Poster Presentation

You will prepare a poster on a diet of your choice, using the same material as for your final synthesis paper. Our class will invite others to attend a poster session; you will need to stand in front of your poster and answer any questions that people may have. The assignment sheet will describe the assignment in detail and list the criteria.

## Debate

Your class will divide into small groups, and each group will participate in a debate over an issue. The assignment sheet will describe the assignment in detail and list the criteria.

## Homework, Quizzes, and In-Class Work

You will be assigned homework assignments and class projects, which will be distributed in class and/or posted on the Blackboard site. These assignments will include drafts of papers, an analysis of your own nutritional and exercise habits, and others. You may be given quizzes on the assigned reading.

## Attendance and Participation

We will record attendance once, at the beginning of each class. Your attendance will be calculated as a percentage of the total number of classes in the semester.

If you are late, you will be assessed a half-absence. Likewise, if you leave early, you will be assessed a half-absence. If you miss more than thirty minutes of class on a given day, you will be assessed a full absence.

The goal of an undergraduate education is to prepare students for the workplace and/or postgraduate education. Therefore, we encourage behaviors and habits that lead to present and future success. Our specific expectations for participation are:

- Arrives to class and laboratories on time and attends all sessions.
- Asks appropriate questions and practices active learning.
- Is prepared and ready to participate when called upon.
- Encourages learning and discussion among classmates and actively assists classmates during group work.
- Does not use cell phones, pagers, iPods, laptops, or other devices inappropriately.

- Follows all laboratory safety policies.
- Signs as clearly as possible; asks for clarification when necessary.

## Course Policies

### Due Dates

Assignments must be submitted at or by the beginning of class on the day they are due. Assignments become late immediately after the beginning of class. Late assignments will be penalized 20%, and may be accepted for up to one week after the original due date, with the exception that no assignments will be accepted after the last regular day of class.

### Missing Classes or Exams Due to Conflict or Emergency

You are expected to attend all classes, turn in all assignments on time, and take all exams on time. The only exceptions are for **(a) documented emergencies** or **(b) official conflicts**.

1. **Documented emergencies** are defined as extreme circumstances generally limited to hospitalization, emergency clinic appointments for a dependent child, death in the family, or court subpoena. Routine medical care and appointments are not considered emergencies.
2. **Official conflicts** include academic commitments or commitments to other classes such as field trips. Appointments with academic advisors, other instructors, or the Registrar's office are not considered official conflicts.

In all situations, if you missed or will miss a class, assignment, or exam, you are responsible for contacting us and asking for special arrangements. For emergencies, you need to provide documentation as soon as possible. For official conflicts, you need to ask for arrangements and provide documentation ahead of time.

Any special arrangements need to be documented in writing, for your protection. Upon your request, we will e-mail you a description of these arrangements.

### Class Cancellations or University Closings

If the university closes for any reason or we must unexpectedly miss class, check the announcement section of Blackboard for specific instructions, which will be posted by class time if possible.

### Office Hours and Appointments

Office hours are times when you can expect to find us in our offices. You are encouraged to make an appointment so that you can be sure that one of us is available to meet with you. Appointments may be available at other times as well; just ask. You are also welcome to stop by either of our offices any time; if we have the time, we will be happy to meet with you.

### Special Needs

If you are a client of OSWD, see us during the first two weeks of the semester so that your needs may be met.

### Academic Integrity

The **Gallaudet University Academic Integrity Policy** describes what types of practices are unethical and what action may be taken against the student and what your rights are if you engage in unethical practices. For your own protection, you are responsible for reading

and understanding the full policy. Consequences for academic dishonesty may range from receiving a failing grade for an assignment to dismissal from the university.

For this course, you will work independently on all assignments unless you have our explicit permission.

### Suggestions on Studying and Note-Taking

Since this is the Information Age, everything that any instructor says during lecture is available somewhere on print, and it's usually in the textbook! Very few instructors say something so brilliant and original that it can't be found elsewhere.

During lectures, instead of taking extensive notes, only write down keywords or key phrases, especially those that relate to topics or to material that you are unsure of or unfamiliar with. This way, you'll be able to pay more attention to the lecture. During your study time, look up these key phrases in your textbook or even on Wikipedia. Anyone who took the time and effort to explain these ideas considers them to be important and they will most likely appear on an exam.

Likewise, when you do the reading, you will want to actively take **written notes**, as opposed to just reading for enjoyment or using a highlighter. Research studies have shown that the act of writing down notes greatly enhances memory retention (even if you never look at those notes again), whereas highlighting helps very little. After you have written your notes, we suggest that you reorganize them using **concept mapping** or webbing, which helps with memory retention by forcing you to think carefully about the new concepts that you have just learned.

### Disclaimers

The course and exam schedule and assignment due dates initially set forth are subject to reasonable change at any time. These changes may be announced during class session. It is the student's responsibility to be aware of any such information that may be announced.

We reserve the right to remove a student from class if the student appears to be disruptive, to have come to class unprepared, or is not following laboratory safety rules.



## Syllabus Contract

I have read, understand and agree to the conditions set forth in the **Syllabus for GSR 230 The American Diet, Fall 2008**.

I understand:

- That the instructors will follow all policies listed in this Syllabus exactly as printed, including how my grade will be calculated;
- That extra credit will not be given to improve my grade;
- That my grades will be published on Blackboard's grade book and that I am responsible for keeping track of my grades and asking the instructors if I am unsure of my current grade standing;
- That I am responsible for all course work even if I do not attend class;
- That late assignments will either be penalized or not accepted, in accordance with the Syllabus;
- That if I experience difficulty with this course, it is my responsibility to see the instructors during office hours to ask for assistance; and
- That my classmates' time is also valuable. Therefore, if the instructors think that I am disruptive in class, or that I have come to class unprepared, I will be asked to leave;
- That I have read and understand the Gallaudet University Academic Integrity Policy;
- That I am responsible for my own academic integrity and the integrity of my work, and that if I have any questions about academic integrity, including proper crediting of sources or working cooperatively on an assignment, it is my responsibility to check with the instructor ahead of time, and if I do not, I am fully responsible for my actions and any consequences.

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(Student's Printed Name)

(Signature)

(Date)

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DEREK BRAUN Ph.D.

(Printed Name)

(Signature)

(Date)

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TONYA STREMLAU Ph.D.

(Printed Name)

(Signature)

(Date)