Undergraduate Seminar in Foods and Nutrition  
F&N 495  
Spring 2014

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Phone: 4-0302

Time and Location: Thursdays, 8:30-9:20 Univ 003

Office Hours: by appointment

Educational Goals:
A successful career in nutrition will require that you be able to evaluate scientific information and then communicate that information effectively to people. To do this you must be able to understand information, then organize your understanding into a story, and finally, you will have to present that information in an interesting way. The fundamentals of effective public speaking are not difficult to understand. However, mastering those fundamentals requires practice. This course is designed to provide you with clear guidelines for effective oral communication of scientific and health information and then give you an opportunity to put those guidelines into practice. Thus the educational goals for this semester are:

1. To enhance your critical thinking skills;
2. To develop and enhance your oral communication skills
3. To enhance your ability to make effective visuals for presentations

Course Prerequisites:
Organic Chemistry
Biochemistry
Co-registration in FN437 with completion of FN437/438 preferred

Course Requirements:
You will work as a group for each of the presentation assignments that follow. This does not mean that each presentation is a group presentation. Rather as a group, you will work together to help each person develop an individual presentation. This means that you will help each other to effectively utilize the elements of effective presentations that we discuss in class. Group effectiveness is measured by the quality of the individual presentations. As a result, a group grade of 10% of your final grade will be given based upon the quality of individual presentations made by the group members.
Task #1: Select a topic that interests you and that you know about.

You will work with a single theme for the semester. Because we want to focus on communication, I want you to choose a topic where you already have some knowledge. As a result, it is OK if you have previously written a paper on the topic!!! The topic should be reasonably narrow. For example, “The role of vitamin D in the prevention of prostate cancer” is OK but “vitamin D and cancer” is too broad.

When you have selected your topic, write brief essay describing what you think is important to say about the topic.

In the paragraph identify:
- the problem (i.e. prostate cancer is a major health concern)
- the issue (i.e. several studies have shown the high vitamin D status is associated with low prostate cancer risk)
- the main point you would want to make (i.e. improving vitamin D status/intake may help prevent prostate cancer)

This essay should be no more than 1 double spaced, type-written page. Use 0.75 inch margins, 11 pt times roman font.

E-mail me the topic and paragraph on Jan 30, 2010 by 5 pm. I must approve the topic and this paragraph is intended to convince me that it’s a good choice.

Task #2: Prepare and present a single slide.

You will select a piece of research data related to your topic. You will create a Powerpoint slide of that model or graphic. You will describe that graphic to the class.

This is to be presented in class.

Task #3: 15 minute presentation for an audience of health professionals.

Using the topic you have chosen you will develop a presentation focused on an audience of health professionals. More details on format will be discussed in class.

A draft version of your presentation must be submitted to me TWO weeks prior to your presentation date. This draft presentation will account for 10% of your semester grade.

You will be introduced by me, you will have 15 minutes for the presentation and then we’ll allow the group to ask you questions. Afterwards we’ll talk about general issues of style and content. This discussion is intended to be constructive and professional.

Task #4: 15 minute presentation for a lay audience.

Using the topic you have chosen, you will develop a presentation focused on an audience of people who have no science background. Your challenge will be to present the crucial points in a way that the people can understand.
A draft version of your lay presentation must be submitted ONE week prior to your presentation. This draft presentation will account for 10% of your semester grade.

Task #5: Evaluation of Public Presentations

Before the semester ends you will need to attend, summarize, and evaluate ONE public presentation on the Purdue campus.

It may be either a talk for a general audience, e.g. a well known personality giving a speech open to the entire campus or a technical seminar, e.g. the weekly departmental seminar for the department of Foods and Nutrition.

The summary you write must have the following elements:

* 1500 words or less
  - double spaced
  - 12 point type
  - 1 inch margins
* The title of the talk, the name of the speaker, the data and time of the presentation
* The flyer advertising the talk or a form (see below) signed by the organizer of the seminar (this is to demonstrate that you attended the presentation).
* A brief description of the audience in attendance
* A brief description of the content of the presentation
  - Purpose of the talk (as stated by the speaker)
  - A summary of the content
  - The essential take-home message
* Your opinion regarding the effectiveness of the style of the presentation
  - This should be an objective assessment of whether the presentation was effective for the audience gathered.

Some points to consider:

Did the speaker present material at the correct level of detail for the audience?
Did the speaker try to engage the audience?
Did the speaker use visuals? If so, were they easy to see and were they appealing?

3) Participation:

Following the presentations, the class will have the opportunity to make comments about the presentation to help their classmate improve their presentation skills. The presenter can also ask questions of the class to help improve their presentation. These comments should be made in a professional and constructive manner.

You are expected to actively participate in discussions and question and answer periods following presentations. These presentations are not a one-way dissemination of information but are intended to be interactive. Active participation means (in part): attentive listening, respectful questioning of the presenter on confusing or controversial issues, suggesting alternative approaches to present material. Throughout your career, you will be expected to ask questions
and speak up in workplace meetings. This class provides you with an informal environment for you to begin to test your skills in this area.

Attendance is mandatory. If you need to miss a class, please speak with Dr. Fleet. Unexcused absences will compromise your grade.

**Grading:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic essay</td>
<td>5</td>
</tr>
<tr>
<td>Single slide description</td>
<td>5</td>
</tr>
<tr>
<td>Professional Presentation</td>
<td></td>
</tr>
<tr>
<td>Draft</td>
<td>10</td>
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<tr>
<td>Presentation</td>
<td>20</td>
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<tr>
<td>Lay Presentation</td>
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<tr>
<td>Draft</td>
<td>10</td>
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<tr>
<td>Presentation</td>
<td>20</td>
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<tr>
<td>Presentation Summary</td>
<td>10</td>
</tr>
<tr>
<td>Group work</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Policies:**

- Neither Purdue University nor this instructor discriminate on the basis of race, religion, color, sex, age, national origin, handicap, or disabled status.
- Dishonesty (cheating, plagiarism, or providing false information) will not be tolerated in this course and will subject the student(s) involved to disciplinary action and/or failure in this course.
- Discrimination, harassment, or intimidation of any person for any reason will not be tolerated in this class.
FN 495 Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Starting</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/13</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>1/20</td>
<td>Defining what makes a good presentation</td>
</tr>
</tbody>
</table>
| 3    | 1/27          | Defining what makes a good presentation  
(*Students submit topic for presentations*) |
| 4    | 2/3           | Creating and delivering a presentation I |
| 5    | 2/10          | Creating and delivering a presentation II |
| 6    | 2/17          | Student presentations of individual slides |
| 7    | 2/24          | Student presentations: Assignment I |
| 8    | 3/3           | Student presentations: Assignment I |
| 9    | 3/10          | Student presentations: Assignment I |
| 10   | 3/17          | NO CLASS: SPRING BREAK |
| 11   | 3/24          | Discussion of presentations for a lay audience I |
| 12   | 3/31          | Discussion of presentations for a lay audience II |
| 13   | 4/7           | Time for Individual Meetings |
| 14   | 4/14          | Student presentations: Assignment II |
| 15   | 4/21          | Student presentations: Assignment II |
| 16   | 4/28          | Student presentations: Assignment II |