Courses submitted for Writing Emphasis must already exist and/or have been approved by the Undergraduate Council.

**Course title:** Research Methods in Nutrition  
**Department and Course Number:** Department of Nutritional Sciences, NTDT 40403  
**Instructor:** Mary Anne Gorman

Please indicate below the *Learning Outcomes* and *Student Action Steps* that are appropriate for your course. Using the bulleted instructions on page 2 of this form, please provide examples that explain how students will, through the use of *Student Action Steps*, achieve the *Learning Outcomes* in your course.

**Competency:**

TCU Graduates will demonstrate the ability to use writing as a means for learning and communicating in a specific discipline.

<table>
<thead>
<tr>
<th>Learning Outcomes: Indicate which of the following are appropriate to your course.</th>
<th>Student Action Steps: Indicate which are to be used in your course or add others you will use to reach the selected <em>Learning Outcome(s)</em>.</th>
</tr>
</thead>
</table>
| I. Students will demonstrate a working knowledge of the rhetorical conventions of the target discipline (nutritional sciences). [X] | I.1. Students will discuss and employ, in writing, the conventions of the discipline (nutritional sciences). [X]  
Other: |
| II. Students will exhibit the ability to use writing as a means of gaining and expressing an understanding of discipline-specific content (nutritional sciences). [X] | Students will use writing as a learning strategy to explore knowledge about a specific subject. [ ]  
II.1. Students will use writing to conduct inquiry into an appropriate discipline-specific topic (nutritional sciences). [X]  
Students will express through writing an understanding of disciplinary content. [ ]  
Other: |
| Students will show the ability to employ writing strategies and rhetorical practices learned in lower division writing courses (i.e. Written Communication 1 and 2). [ ] | In two or more writing assignments, students will employ diverse writing strategies. [ ]  
Students will revise at least one major writing project. [ ]  
Other: |
| Students will produce writing that demonstrates clarity and precision of thought. [ ] | Students will write persuasively for a discipline-specific audience [ ].  
Other: |

*The *Learning Outcomes* are statements of what we expect our students to know or be able to do upon completion of a course in that category.  
**The *Student Action Steps* identify the process(es) that will lead to the intended *Learning Outcome*. As such, *Student Action Steps* must specify an action(s) to be taken by a student to fulfill a specific *Learning Outcome* and be reasonable within the context and time frame of the course. The *Student Action Steps* above are provided as examples of how students might achieve the *Learning Outcomes*. 
Please provide 2 or 3 examples below that explain how students will, through the use of *Student Action Steps*, achieve the Writing Emphasis *Learning Outcomes* in your course. Although useful, reference to your syllabus does not substitute for a written explanation on this page. To facilitate understanding, please use language accessible both to faculty who might be outside your discipline as well as to students who might see such language in a course syllabus.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (LO)</th>
<th>Student Action Steps (AS)</th>
<th>Applications/Examples (A/E)</th>
</tr>
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<tbody>
<tr>
<td>I. Students will demonstrate a working knowledge of the rhetorical conventions of the target discipline.</td>
<td>I.1. Students will discuss and employ, in writing, the conventions of the discipline.</td>
<td>I.1.a. Students will obtain copies of the most recent guide for authors provided by editors of the <em>Journal of the American Dietetic Association</em> (or other refereed nutrition-related journal) and discuss specific writing formats for scientific professionals during lectures on nutrition-specific rhetorical conventions. I.1.b. After conducting a research project, students will utilize the format of the <em>Journal of the American Dietetic Association</em> (or other refereed nutrition-related journal) to complete a research manuscript suitable for submission to the Journal of the American Dietetic Association. The manuscript will consist of four chapters (Introduction, Review of the Literature, Methods, Results, and Conclusions) and will also include a Cover Page, Table of Contents, Table of Tables/Figures, Abstract, References, and Appendices.</td>
</tr>
<tr>
<td>II. Students will exhibit the ability to use writing as a means of gaining and expressing an understanding of discipline-specific content.</td>
<td>II.1. Students will use writing to conduct inquiry into an appropriate discipline-specific topic.</td>
<td>II.1.a. Students will design their own research project, formulate hypotheses, collect data, analyze data (utilizing appropriate statistical analysis procedures), formulate conclusions based on hypotheses, and write a manuscript (described in I.1.b.) to convey research results/conclusions.</td>
</tr>
</tbody>
</table>

Please attach a syllabus as a supporting document for your submission. Attached