

## I. GENERAL PURPOSE/AUDIENCE

Writing in Nutrition falls under the larger heading of “writing for health sciences.”

Nutrition majors will write for a variety of academic audiences as they take classes in a variety of specialized fields (biology, chemistry, and food systems management, among others). Being able to communicate effectively with both a professional audience and the general public is necessary. Regardless of the audience, writers in Nutrition should be able to communicate their ideas with precision, clarity, and objectivity in a voice appropriate for the assignment, task, and audience.

## II. TYPES OF WRITING

- Diet plans, pamphlets, and handouts (usually for the public): Language should be clear, objective, and uncomplicated.
- Lab reports (dependent on the instructor or specific subject): The central goal of a lab report is to present findings clearly and logically. Proper organization is central to that presentation, and organization can vary from one discipline to another.
- Short reports: Include proposals and evaluative reports; may require the following sections: title page, abstract, introduction, background, methods, results, discussion, recommendations, conclusion, and sources consulted.
- Summaries: Based on books or articles; should clearly state the central thesis and condense the major points efficiently with minimal interpretation.
- Critical reviews: Evaluate or assess a writer’s position; may include brief summaries but only enough on which to base an analysis.
- Research papers: Follow wider standards of research papers by including a clear, concise, manageable thesis; an arguable position; and thorough, properly documented support. Support should include both primary and secondary sources.
- Grant proposals: Vary in form according to audience and organization involved. Attention to detail is required, as close reading of the grant is necessary so that the proposal clearly and succinctly addresses specific intentions. A budget is usually included, as grants are often highly competitive.

## III. TYPES OF EVIDENCE

- Scientific evidence gathered through empirical research
- Primary research gathered by listening to and observing individuals and responsibly recording responses and behaviors
- Secondary research gathered from current, peer-reviewed journals, books, and studies
- Quantitative evidence is preferred over qualitative evidence, though both are utilized and valued.

#### **IV. WRITING CONVENTIONS**

- Writing about procedures should include specific detail about materials, theories and treatments utilized, and any other information needed to replicate procedures or experiments.
- Writing should be clear and concise and maintain a great deal of audience awareness since nutritionists often need to communicate current research and diet trends to the general public. Writers should be fluent in disciplinary jargon and be able to clearly convey information to the general public.
- Writing should be in the third person, and passive voice is acceptable, especially when describing experiments. Contractions should be avoided. Theories that are established but still in use can be written about in present tense; however, theories no longer in use should be written about in past tense.

#### **V. COMMON TERMS AND CONCEPTS**

- amino acids
- antioxidants
- beta carotene
- bio-availability
- calories
- carbohydrates
- folic acid
- free radicals
- homocysteine
- metabolism
- obesity
- oxidation
- riboflavin
- saturated fats
- selenium
- trans fatty acid

#### **VI. CITATION STYLE**

- APA (American Psychology Association)
- AMA (American Medical Association) is the style used by the discipline in their *Journal of the Academy of Nutrition and Dietetics*.