

Reading Notes to fill out when reading course and outside reading materials for assignment

Note Taking Sheet: Reading # 2

Name: Laura Cruz Course _____
English Comp. Section 202

With many sources to read and evaluate, you need a way to keep track of the material you may use in your research paper. You need to record where you have looked, what you have found, and how to find each piece of information again (this is for your bibliography).

Directions: Fill in the information below, and keep with all of your resources. This will help you when it is time to write both your outline, paper, and annotated bibliography.

- Ramanjane yalu, N., Asangi, C., Kadabi, V
1. Author's Name: Ramanjane, Asangi, Kadabi
 2. Author's Credentials (i.e., job title, other publications) [if available]:
 3. Publisher [or title of organization]: International Journal of Application on Innovation in Eng. & Man.
 4. Heading of Section [title of reading]: Blind Taste Test of Soft Drinks - A Comp. on Coke and Pepsi
 5. Year Written: 2013
 6. Pages: 244-247
 7. Website URL: jaiem.org 2(12) 244-247

Main Ideas/Points	Important Quotations	Supporting Details	Relevance to Your Assignment
Taste test on Coke and Pepsi Blind & Open	Where performed age group appropriate	The study on taste test was performed twice. Once where participants didn't know the brand -	Relevant in that this researcher is also performing a taste test.

P244
 245 methods
 247 comparison

Pepsi preferred taste
 Coke preferred visually

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Note Taking Sheet: Reading # 3

Name: Laura Cruz Course _____
English Section 202

With many sources to read and evaluate, you need a way to keep track of the material you may use in your research paper. You need to record where you have looked, what you have found, and how to find each piece of information again (this is for your bibliography).

Directions: Fill in the information below, and keep with all of your resources. This will help you when it is time to write both your outline, paper, and annotated bibliography.

1. Author's Name: Mennella, J.
2. Author's Credentials (i.e., job title, other publications) [if available]: Ph.D
3. Publisher [or title of organization]: Pediatrics
4. Heading of Section [title of reading]: Genetic and Environmental Determinants of Bitter Perception and Sweet Preferences
5. Year Written: 2005
6. Pages: 216 - 222
7. Website URL: web.a.ebscohost.com
 P216 - intro
 217 methods /proc
 218 results

Main Ideas/Points	Important Quotations	Supporting Details	Relevance to Your Assignment
Study to determine the "bitter" gene from in comp. to mother & child	Only women & children tested. What about fathers, or in general those that prefer sweets or bitter	The study shows while children "preference for sweets" ch Sweet differences. Children used identical procedures AA - B intolerant AP - B tolerant PP B sensitive	Yes, The taste test to be executed will test to see if participants can taste the whole grain

★ Hypothesis newly discovered gene "TAS2R38" as well as cultural differences are associated w/ bitter sensitivity of PROP and sweet-tasting foods in children + adults

Does the taste gene TAS2R38 as well as "cultural differences" affect different types of taste.

Four groups were formed. bitter preferred AA and "bitter insensitive" AP PP homozygous: the same for sweet having the same allele

background info collected on preferred foods

Results showed: bitter perception 64% for children while adults was only ~~37%~~ 43%

bitter insensitive AA
not bitter insensitive AP
bitter sensitive PP

} preferred sweets (children usually preferred soda)
higher sugar content cereals & beverages

Difference in bitter tastes in adults & children

No difference in sweets in TAS2R38 genotype

race/ethnicity played a role (culture)

Study also showed behavior or being emotional was prevalent. Children who were more sensitive to bitter taste were perceived as ^{more} emotional

Reading Notes to fill out when reading course and outside reading materials for assignment

Note Taking Sheet: Reading # 4

Name: ~~Nutrition Claims~~ / Laura Cruz Course
English Section 202

With many sources to read and evaluate, you need a way to keep track of the material you may use in your research paper. You need to record where you have looked, what you have found, and how to find each piece of information again (this is for your bibliography).

Directions: Fill in the information below, and keep with all of your resources. This will help you when it is time to write both your outline, paper, and annotated bibliography.

1. Author's Name: Soldavini, J., Crawford, P., Ritchie, L.
2. Author's Credentials (i.e., job title, other publications) [if available]:
3. Publisher [or title of organization]:
4. Heading of Section [title of reading]: Nutrition Claims Influence Health Perceptions and Taste Preferences in Fourth & Fifth grade Children
5. Year Written: 2012
6. Pages: 2 abstract 44(6) 624-627
7. Website URL: web.a.ebscohost

Main Ideas/Points	Important Quotations	Supporting Details	Relevance to Your Assignment
<p>one ^{two} when products with health claims, one without, Children</p>	<p>Perhaps a study in a broader age range</p>	<p>81% children chose on identified "health product" 72% preferred the health product.</p>	<p>Taste Preference and health Perception</p>

Cooler 81%
 Cracker 83
 Juice 81

72%
 67
 54

The children in the taste test identified preferred the healthier food (see backside more cites)

Main Ideas/Points	Important Quotations	Supporting Details	Relevance to Your Assignment
<p>objective</p> <p>"To determine whether children perceive food w/ nutrition claims as healthier and tastier different than those w/out health claims"</p>		<p>• Cookies • Crackers • Juice cases (two identical)</p> <p><input type="checkbox"/> <input type="checkbox"/> nut. no claim claim</p> <p>outcome</p> <p>81%, 83%, 81% (perceived healthier fat, 100 juice as healthier)</p>	<p>Proves point!</p>
	<p>convenience sample, 87 students no age gender</p>	<p>Taste of healthier preferred by</p> <p>72% 54% 67%</p> <p>Conclusion - children do identify healthier product as tastier</p>	

In this article, is it possible that any of the authors might have a bias about the subject matter? Yes No provide examples if needed.

Laura Cruz
English Comp 202

1. Amy Brown, Dr.
2. Understanding Food Principles and Preparation
3. Wadsworth publishing
2000
414-417

Main Idea	Questions	Supporting detail
How the flours are made, what separates the flours.	good descriptions	How the flours are milled & Streamed The parts of the grain The consistency All purpose - less Protein blending flours is all purpose decrease volume of bread due to the coarse bran. Will be dense when cooked w/ whole wheat flour Requires refrigeration

English Laura Cruz 202

1 Author	Harvard Health Letter
2	
3	
4 title	Harvard Health Letter
5 year	6 ways to tame the modern muffin
6 page	2012
7 url	(4-5) web.e.host.com

Main Ideas	Important questions	Supporting Details	Relevant to Assignments
Improving taste of whole grains	Why important?	Add nutrition to foods such as muffins	Scholarly article on how to make tasty whole grains.
Reduce carbohydrate too much causes NCD	Need 5 servings of whole grains daily	5 ideas 1. switch flours 2. Smaller meals 3. Replace butter w/ veg oil 4. use egg whites to lessen "hardness" of prepared foods 5. Replace white sugar w/ Brown sugar	The taste test performed involves whole grains and taste.

Reading Notes to fill out when reading course and outside reading materials for assignment

Note Taking Sheet: Reading # 9

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English Comp Section 202

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Directions: Fill in the information below, and keep with all of your resources. This will help you when it is time to write both your outline, paper, and annotated bibliography.

1. Author's Name: Benton, M., Kearney, J., Stewart-Knox, B
 2. Author's Credentials (i.e., job title, other publications) [if available]: _____
 3. Publisher [or title of organization]: Journal of Nutrition Education + Behavior
 4. Heading of Section [title of reading]: Knowledge of Food Production Methods, Informing Attitudes Toward Food, But Not Food Choice in Adults Residing in Socioeconomically Deprived Rural Areas in U.K.
 5. Year Written: (2011)
 6. Pages: 374-378 (abstract)
 7. Website URL: web.b.ebscohost.com
- abstract

Main Ideas/Points	Important Quotations	Supporting Details	Relevance to Your Assignment
Preference of processed and unprocessed foods - how the production influences choice	The study was uses only 2 women and 40 men. No % given focus group	In the UK Participants actually chose the unprocessed taste, even though teachers knew the unprocessed food	Yes Relevant in that do or can participants take the "healthy produced" food. Preference

voluntary action group

were healthy.

- Participants chose processed over unprocessed in taste, even though health & food production pointed

Laura Cruz
English 202

Wang, J., Barber, C., Rosell, C.

^{N.A.}
Publisher Food Chemistry

Heading: Effect of the addition of different fibres on
Wheat dough performance and bread quality

Year 2002

Page 221-226 79(2)

~~10.1111/j.1753-4887.2012.00487.x~~

Web. b. ebscohost.com

001 10.1016/S0308-8146(02)00135-8

Main Idea

Although adding
wheat flour fiber
w/ high contents
to bread
causes the bread
to ~~consist~~ flatten
or become more
dense, the taste
was acceptable.

Lacks # of people

Supporting details

Relative

Yes-
adding
fibre enriched
flour to
bread is
acceptable

Laura Cruz

English 202

Food, Culture, and Family: Exploring the coordinated
 Management of Meaning Regarding Childhood obesity
 (2005)
 Health Communication 18(2)155-175 Published online 2005

authors - ~~Mozkoff, B.~~, Bruss, M., Morris J., Dannison, L.
 Orbe, M., Quitugua, J., Palacios, R.

DOI 10.1207/s15327027hc1802-4

One aspect of the abstract, diet play a part of
 childhood obesity, "nutritional messages" as well
 as the messages received about nutrition in
 foods. The study suggests interventions

DOI

www.tandfonline.com