Revising a Document About Sugar and the Body for UD Intensive English Program Students

Follow this and additional works at: https://ecommons.udayton.edu/stander_posters

Recommended Citation
https://ecommons.udayton.edu/stander_posters/1702

This Book is brought to you for free and open access by the Stander Symposium at eCommons. It has been accepted for inclusion in Stander Symposium Posters by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.
Revising a Document About Sugar and the Body for UD Intensive English Program Students

Janeta Yancheva, Katie Perry, Nicholas Bianco, Patrick O'Brien

Dr. Ann Biswas

Abstract
The goal of the Intensive English Program (IEP) project was to revise a health document regarding sugar in order for it to be more understandable and usable for the IEP students' literacy level. We worked with six of the IEP students to find out what they were interested in knowing about the topic, created a brochure for them, and then received feedback from the IEP students on how we can further revise for better understanding. We performed a variety of tests to see if our revisions reduced the reading level. Our original document came from Better Health Channel for Royal Children's Hospital in the state of Victoria, Australia.

Methods
Early on, we met with the IEP students to learn what they knew about sugar, what confused them, and what they wanted to know more about. Upon receiving feedback from our class and visiting with the IEP students again, we revised our draft to further improve its readability. We made changes based on suggestions from the teacher and students. This feedback allowed us to clarify the material by seeing what still confused the IEP Students.

Discussion of Results
The results of the SMOG test showed the readability is adequate for the 9th month of 6th grade. Though slightly above the reading level of the IEP students, this is a significant reduction in grade level. The Word test, however, showed a reduction to the 2nd month of 4th grade. This lands perfectly in the expected reading level of the IEP students. The quantitative difference in grade level reduction for the SMOG and Word tests may be due to difference in algorithms.

Method of Revision
Our new document was toned down from the original and catered to specific topics about sugar in which the students showed interest. We also brightened it with more colors and visual aids, as the original contained no pictures.

Conclusion
The revised text is shorter and simpler than the original document. These changes allowed the IEP students to better comprehend the document and learn about the affects of sugar. In all, our group was able to determine that visuals, short concise sentences, and easier vocabulary increase the comprehension and understanding of complicated documents.

Original Document at 6th - 8th Grade Reading Level

Final Document at 4th – 6th Grade Reading Level

<table>
<thead>
<tr>
<th></th>
<th>Original</th>
<th>Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMOG</td>
<td>8.3</td>
<td>6.9</td>
</tr>
<tr>
<td>Word</td>
<td>6.5</td>
<td>4.2</td>
</tr>
<tr>
<td>Average</td>
<td>7.4</td>
<td>5.55</td>
</tr>
</tbody>
</table>