



DEPARTMENT OF INTEGRATIVE BIOLOGY BIOLOGY INTERNSHIP SYLLABUS, FALL 2019

COURSE INFORMATION

Number: BSC 4940
Title: Biology Internship

INSTRUCTOR INFORMATION

Name:
Office:
Office Hours:
Email:
Phone:

****Please share this syllabus with your internship supervisor****

COURSE DESCRIPTION:

This course is designed to oversee and guide students in their internship experience. The internship will be conducted with a supervisor other than the course instructor. The supervisor may be a USF employee, or may be employed outside USF. Students will share internship experiences and progress via online discussions, and several written assignments.

TIME REQUIRED:

ON THE JOB/PROJECT	MINIMUM: 180 TOTAL
KEEP A DAILY JOURNAL	VARIABLE (TO BE CONDUCTED OUTSIDE OF WORK HOURS!)
PORTFOLIO PROJECTS	VARIABLE (TO BE CONDUCTED OUTSIDE OF WORK HOURS!)
FILL OUT EVALUATIONS	VARIABLE

COURSE OBJECTIVES:

This course will provide students with a work experience that will

1. Provide opportunities to use biological skills and knowledge acquired in courses in a work setting
2. Give students additional practical skills

3. Help students determine which specific field they are interested in pursuing, and identify how to acquire the needed skills for relevant positions in this field
4. Help students develop professional skills and attitudes

STUDENT LEARNING OUTCOMES:

Through this course, students will achieve several specific learning outcomes:

1. Students will engage in meaningful critical reflection in required coursework.
2. Under professional oversight, students will utilize contextually-appropriate behaviors, tools, techniques and/or dispositions.
3. Students will integrate discipline-specific knowledge into the contextualized experience.
4. Students will synthesize discipline-appropriate learning via a culminating assignment.
5. Students will apply classroom knowledge to critically consider and address issues.
6. Students will provide discipline appropriate evidence of their learning in the course via a culminating assignment

CLASS COMMUNICATION:

Students are required to check the course Canvas site on a regular basis to keep track of announcements, messages and upcoming assignments. You may elect to set up alerts (email, text message or other) so that you are notified when assignments are due or when there is relevant activity in the Canvas site. Even if you choose not to receive these notifications, you are responsible for the information presented on Canvas.

GRADING:

The course will consist of 100 total points, consisting of lecture exams, online homework assignments, and lecture attendance and participation.

Journals (20%): Experiential learning is most successful when the actual internship includes thoughtful reflection of the experience. You will need to keep a daily log of your activities “journal”— as an electronic file which will be uploaded to Canvas on the designated due dates (there are two times during the semester when your journal is due to me for review). See attached page for examples of acceptable journal entries. You must use this format, including a “methods” and “observations” entry, when structuring your journal or you will receive an Incomplete on this assignment. The purpose of the journal is to provide an opportunity for:

- A) reflection on your experience as it is occurring, so feel free to include notes to yourself for future reference e.g., “I assisted Sarah with evaluation of a biological control agent for noxious weed control (we counted how many leaves were eaten by a beetle), I got interested in the idea of pursuing this type of research in graduate school—she suggested I check out Joe Ditomaso’s lab at UC “
- B) Evaluation of the internship/project experience provided by your host. We will be checking to make sure that you are being provided an opportunity to perform the tasks addressed in your contract.
- C) a written record of the hours spent at the internship/project.

Learning Goals and Objectives (10%): Think about your internship/project in terms of learning. With your supervisor, develop at least three learning goals and strategies that you wish to accomplish during your internship/project. These may be related to new skills you acquire, information you learn, and/or contacts you make, that will make you more marketable in the employment sector.

Discussions (20%): Communication and networking is an important part of any experiential learning opportunity. This assignment will require that you participate in meaningful discussions with your fellow interns about your internships/projects. There will be two discussion board assignments during the semester.

Discussion 1 - Using Critical Thinking Skills in a Professional Setting

In no less than 300 words, describe a situation you have encountered at your internship or project that you weren't adequately prepared for, then describe how you handled the situation using knowledge you gained from your classes or from relevant experience. Detail how you used critical thinking skills to handle the situation. Then respond to at least one other student's submission with an example of how you would have handled their situation differently, and why. Remember to be professional and helpful during this assignment.

Discussion 2 - Transitioning from Student to Professional

Based on your experiences thus far at your internship or project, discuss the three most important aspects of transitioning from academia to a professional work or research environment. Knowing what you know now, what would you have done differently at the start of your college career and why? What do you think would be the most important advice you could give to a freshman starting in Biology? Then respond to at least one other student's submission on this discussion board either agreeing or disagreeing with their responses, and why? Please be polite when responding.

Internship/Project Summary (10%): Write a review (750-1000 words) of your experience thus far including: what you accomplished, additional skills you gained (time management, office etiquette, teamwork, leadership, problem-solving, communication). Include professional relationships you developed, observations of the site that impressed you or impacted you, and coursework that you applied in your internship/project (courses you previously completed—list courses by name/number). Be sure to list your name and internship location at the top of the page.

Samples of work (10%): Include as many samples of work as possible. Examples include pictures, lab reports, manuals, brochures, or anything else that you may have created during your internship. Check with your internship site supervisor to be sure that they are not confidential in nature or proprietary. Where possible, take photos of your work area (including you in action), work products, and individuals from your site.

Critical Reflection (10%): A final reflection (400-500 words) that addresses the skills you have gained as Biology major and how your education has prepared you to be a productive worker, educated citizen, and lifelong learner. Also address how your internship has complemented or broadened your education, whether you reached the learning goals you established at the beginning of your internship, and if you did not reach all goals, a plan for how you will achieve these goals in the future. Give specific examples, using information from your journal.

Evaluations (10%): You have three evaluations to hand in before you can receive a passing

grade for this course: 1) supervisor evaluation of internship, 2) student evaluation of internship and 3) student evaluation of internship instructor. The forms will be provided in Canvas. We need feedback from internship/project participants and supervisors in order to ensure that the internship/project program continues to be successful and productive.

Please be aware that if you don't get these evaluations in, you will be given an incomplete. Note that one of the evaluations is to be completed by the host—but it is YOUR responsibility that it gets to your course instructor by the deadline.

Resume and cover letter (10%): Prepare your resume and a cover letter for a position that you think you will be interested in as your next internship or upon graduation. Be sure to add your current internship to your experience, and to list the key skills you acquired during your internship. You are encouraged to reach out to the career consultants at the USF Office of Internship to get their feedback on your materials.

Please note that **extensions will not be granted**, except for documented university-excused reasons that cover a significant portion of the time that the assignment was available. We highly recommend that you set up reminders to ensure that you don't miss assignments.

Final grades:

A+	97% & above
A	93 to 96.9%
A-	90 to 92.9%
B+	87 to 89.9%
B	83 to 86.9%
B-	80 to 82.9%
C+	77 to 79.9%
C	70 to 76.9%
D+	67 to 69.9%
D	63 to 66.9%
D-	60 to 62.9%
F	below 60% *

* F or FF also assigned for academic misconduct

There is no curve in this course and students WILL NOT be awarded a higher letter grade simply because they are close to the next highest grade. However, if the assignments turn out to be more difficult than anticipated, certain assignment grades may be adjusted upwards. The absence of a curve guarantees that students who earn 93% will receive an 'A' regardless of the grade distribution

COURSE REQUIREMENTS:

1. Monitor the course Canvas site and your USF email regularly for communications from instructional staff pertaining to the course. All assignments will be posted in Canvas, and students can choose to set up reminders for upcoming assignments.

DISHONESTY POLICY:

USF expects all members to behave with academic integrity. Should we find evidence of academic misconduct (cheating, or complicity in academic dishonesty) by a student, we will inform the student of the action to be taken. Cheating on an exam will result in a grade of F for the course. If the offense is extremely serious, charges against the student will be brought before the Dean of the College of Arts and Sciences. This can include a punitive F that cannot be "forgiven" from the records. See USF Academic policies at <https://www.usf.edu/undergrad/students/academic-policies.aspx>.

STUDENTS WITH DISABILITIES:

The Department accommodates the special needs of students with documented disabilities. Students with special needs should meet with the Instructor, preferably during the first week of the semester, to make arrangements to accommodate those needs. For students with special needs, the following statement applies. "Students in need of academic accommodations for a disability may consult with the Office of Students with Disabilities Service to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation."

COMPUTER AND NETWORK ACCESS:

The use of Canvas must be consistent with the agreement that a student signed to obtain a NetID.

DISRUPTION OF THE ACADEMIC PROCESS:

Students are expected to show proper respect for the instructor, the teaching assistant and for other students. Punishment will be imposed for disruption of academic process of any kind.

'Disruption of academic process' is defined by the University as an act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (1) directs attention from the academic matter at hand (e.g., noisy distractions; persistent, disrespectful or abusive disruptions of lecture, exam, or academic discussions) or (2) presents a danger to the health, safety, or well-being of self or other persons. Students coming to class late or leaving class early can be a disruption of academic process and can be dealt with accordingly.

Department guidelines for punishment are based on University guidelines (see the current Undergraduate Catalogue). If the unacceptable conduct is serious enough to warrant dismissal from the course, then the student shall receive a final grade of "W," if he/she is passing the course, and a final grade of "F," if he/she is not passing the course.

GENDER-BASED CRIMES/SEXUAL MISCONDUCT/SEXUAL HARASSMENT (INCLUDING SEXUAL VIOLENCE), USF SYSTEM POLICY 0-004

USF has a commitment to the safety and well-being of our students. Please be aware that educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence that come to their attention. I am required to report such incidents in order for the Office of Student Rights and Responsibilities

or the Office of Diversity, Inclusion, and Equal Opportunity can investigate the incident or situation as a possible violation of the USF Sexual Misconduct/Sexual Harassment Policy and provide assistance to the student making the disclosure. If you disclose in class or to me personally, I must report the disclosure and will assist you in accessing available resources.

The Center for Victim Advocacy and Violence Prevention, the Counseling Center and Student Health Services are confidential resources where you can talk about such situations and receive assistance without the incident being reported.

Center for Victim Advocacy and Violence Prevention:

(813) 974-5757

<http://sa.usf.edu/advocacy>

Counseling Center

(813) 974-2831

<http://usf.edu/student-affairs/counseling-center>

Student Health Services

(813) 974-2331

<http://usf.edu/student-affairs/student-health-services>

GENERAL INSTRUCTIONAL GUIDELINES:

This course adheres to the instructional guidelines posted on the webpage of the Department of Integrative Biology (<http://biology.usf.edu/ib/admin/>).

TENTATIVE SCHEDULE:

First week of work: August 20

- | | |
|--------------------------------|--------------|
| *Learning Goals and Objectives | August 28 |
| *Discussion I | September 18 |
| *Journal I | October 9 |
| *Discussion II | October 30 |
| *Internship/Project Summary | November 6 |
| *Samples of Work | November 13 |
| *Final Reflection | November 27 |
| *Journal II & Evaluations | November 30 |
- *All items must be submitted to your course instructor through Canvas.

SAMPLE JOURNAL ENTRIES

ON THE FIRST PAGE PLEASE INCLUDE:

- YOUR NAME,
- SEMESTER/YEAR OF INTERNSHIP,
- SUPERVISOR NAME,
- HOST ORGANIZATION

EXAMPLES OF DAILY ENTRIES:

Date: 10-13-04

Hours: 8

Running total: 18 hours

Project: Lily Project

Methods: Drove to site 8 and checked SW section. Found only 10 new plants today. I'm starting to see more maturing ovaries now because the peak bloom date has gone by. Deer are eating many more plants. Sometimes they eat just the flower or bud and other times the stem and all. Buds that have been eaten by deer are usually cut at an angle and the whole plant is gone. Gopher tortoises bite through the stem and leave inch long pieces of the stem behind. Gopher tortoises eat the lilies and other herbaceous plants that are low enough for them to reach.

Observations: I asked Josh how to identify an ovary that is near the ripened stage. They get brownish purple and start to dry out when they are about to drop seeds. They split open and rely on wind movement to shake the seeds out. The seeds are paper-thin so they don't think that the seeds germinate because of fire. They are starting to think that the fire stimulates the corms underground. I think I heard a gopher frog today out in the field. That would be a good sign for us because they are indicative of a healthy environmental system. I just recently got acquainted with the Hillsborough River Greenways taskforce Frog Listening Network. So, I have been practicing frog identification at work.

Date: 10-17-04

Hours: 9.5

Running total: 27.5 hours

Project: Emerson Point **Job Site:** Manatee Co.

Methods: Used jon boat to cross over to island site. Our objective was to eradicate Australian pines. Australian pines were originally planted to serve as wind breaks in coastal regions, but they have taken over an area and out-compete native plants so no native plants can survive. Used girdling technique as well as lopping and spraying smaller trees. Also planted sawgrass on adjacent wetland restoration site.

Observations: Island site is densely populated with Australian pines. There are signs of pine and buttonwood remains, possible cedar. Will take several more trips to get to the rest of the trees. The site is small and when finished killing trees, should be able to burn woods as long as wind and weather conditions are monitored closely. Once this site is eradicated of pines, with some plantings of native species, it should provide a nice wildlife habitat.