

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

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

When you complete 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 will not accept 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

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 }^^á•É@Á ||| , ā * Á œ ^ { ^ } óá] |á •Éú c á ^ } •Á Á ^^á Á -áœá { ááœá { { [ááá } •Á |ÁÁ disability may consult with the Office of Students with Disabilities Service to arrange

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

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. 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 and 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