UNIVERSITY OF SOUTH FLORIDA
A PREEMINENT RESEARCH UNIVERSITY

EVR 4940
Environmental Science Internship
COURSE SYLLABUS

Semester: Summer 2024
Format: Online
Instructor: Dr. Kai Rains
Office Location: Microsoft Teams
Office Hours: By appointment, often including same day appts, don't be shy!
Email: krains@usf.edu

I. **Welcome!**
Welcome to the ESP internship course. An internship is a work or service experience related to a student's major or career goal that integrates the knowledge and theory learned in the classroom with practical application and skills development in a professional setting under the supervision of practicing professionals. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths.

II. **University Course Description**
The purpose of this course is to promote the student's understanding and application of environmental science and policy within a practical organizational context.

III. **Course Prerequisites**
Majors Only, Senior Standing. A permit is required for registration. It is recommended to complete EVR 4921 prior to EVR 4940.

IV. **Student 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 culminating assignments.
5. Students will apply classroom knowledge to critically consider and address issues.

V. **Course Objectives**
1. Students will apply what they have learned during their college career to the real world of work or graduate level research.
2. Students will learn how science and policy are implemented in the real world or are used in research.
3. Students will gain relevant job or research experience while exploring a possible career direction.

4. Students will gain experience in critical professional skills, e.g., communication, time tracking, time management, and group collaboration.

VI.   Required Texts and/or Readings and Course Materials
There are no required reading materials for this course. Complimentary course materials will be provided through Canvas.

VII. How to Succeed in this Course
Good communication skills and a strong work ethic are essential for success at your internship and in this course. During your internship, you will be representing USF/Geosciences in this position, and it is important that you act in a professional manner. The host is investing in your future, and it takes time and energy to train someone and supervise their efforts. Please keep in mind that future Geosciences students may wish to intern with your host and your professional attitude on the job will assist with future student placements**. If problems arise, don't be shy. It is in everyone's best interest if you communicate with your host and with me as soon as possible.**

In addition to your work performance at your internship, you will be required to complete a set of assignments in this course. Do whatever it takes for you to **remember the due dates** associated with this course. Time tracking and time management are important professional skills, and you must demonstrate competence in this arena by completing your work on time and in a professional manner before you will receive a passing grade. ==Every semester some students fail this course because they neglect to complete the assignments listed in this syllabus and/or attempt to turn them in late and/or turn in work that is of poor quality.== Those students do not pass the course, **potentially delaying graduation**.

VIII. Communication
I will communicate with you frequently via Canvas email and announcements. It will be your responsibility to maintain your email account in working order (i.e., don't let your inbox get too full). Check Canvas frequently.

IX.   Grading Scale
The S/U (pass/fail) grading system will be used in this course. Failure to submit high quality work by the deadlines may result in an Unsatisfactory grade for the course (U), which will require that you retake the course.

X.   Overview of Assignments
In addition to the duties described in the internship agreement you signed with your host, you will have other assignments during this semester. These course assignments are the components of an internship portfolio and therefore are required, not optional, to successfully complete the course. **You must pass all assignments to be eligible to earn a passing grade.** The assignments are described below, and details are provided as modules in Canvas.

1. **First Day Attendance:** To meet USF's First Day Attendance policy, this component will be accomplished via an assignment **due 5pm Thursday, May 16.** See Canvas for details**.** Students who do not complete the assignment by Thursday of the first week will be dropped from the course. While faculty may drop students, it is the student's responsibility to make sure they are dropped before the end of the 5th day of classes to avoid fee liability and academic penalty. (See

USF Regulation – Registration – 4.0101
http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf4.0101.pdf)

2. **Introduce Yourself to the Class (video discussion):** This is a discussion assignment that requires that each intern create and post a short video introduction so that fellow interns can learn more about each of the internships being completed this semester. More details will be provided on Canvas.

3. **Learning Goals and Objectives:** Think about your internship in terms of learning. With your supervisor, develop at least three (3) learning goals and objectives that you wish to accomplish during your internship. These may be related to new skills you acquire, information you learn, and/or contacts you make, that will enhance your skill set and assist you in achieving your post-graduation professional goals, whether in graduate school or in the workplace. ***Include a brief explanation of how your internship duties will help you achieve <u>each</u> of these goals.***

4. **Group Discussion Assignment:** Communication and networking is an important part of any experiential learning opportunity. The group discussion assignment will require that you participate in a meaningful discussion with your fellow interns about your internship. Your assigned discussion group will meet to discuss a topic that I will provide. This assignment requires that you prepare a short summary video of your discussion with all members visible and submit this video as your assignment. More details will be provided on Canvas.

5. **Journal:** Experiential learning is most successful when it includes thoughtful reflection of the experience. An opportunity for daily reflection will be provided through this assignment. You will submit your journal three times during the semester. The **first** submission is a format check to ensure your journal is formatted exactly as shown in the template provided in Canvas. The **next two** submissions will be a thorough review of your journal entries.

   Your journal will include a daily log of your activities. Do NOT copy and paste entries from day to day, even if your tasks were quite similar several days in a row.
   See last page of syllabus for examples of acceptable journal entries. You must use this format, including a "methods" and "observations" section for each entry, or you will receive an Incomplete on this assignment and you will not pass the course. An editable template is provided for you in the Modules page on Canvas.

   The purpose of the journal is to provide an opportunity for:
   A) Reflection on your experience as it is occurring. Daily reflection is a valuable activity. Among other things, it can help you process your experiences and help you prepare for the next day. Unfortunately, it can be a challenge to provide yourself the space necessary for these reflections to occur. This assignment is intended to help you carve out that space for yourself to process the new experiences and insights provided by your internship.
   B) A spot for notes for yourself for later. For example: "I really liked the work I did today and got inspired to ask Sarah how I would go about pursuing this type of research in graduate school. She suggested I check out Dr Joe Ditomaso's lab at UC Davis".
   C) A record of what you did on your internship that you can refer to later as you are updating your resume.
   D) A record of what you did on your internship that we can refer to as an informal evaluation of the internship 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 signed agreement.

    E)   A written record of the hours spent at the internship.

6. **Internship Reflection:** Write a review (750-1000 words) of your experience. Start by re-reading your objectives you developed at the beginning of the semester (item 3, above) and then reflect on your progress towards those goals during your internship. If your internship provided unexpected opportunities to develop your skills in other directions and those original goals became less representative of your experience, that's fine! Just describe this transformation.

   Take this assignment as an opportunity to reflect what you accomplished, skills you gained (e.g., time management, office etiquette, teamwork, leadership, problem-solving, communication). You could also include professional relationships you developed, observations of the site that impressed you or impacted you, and coursework that you applied in your internship (courses you previously completed—list courses by name/number). Finally, conclude with a description of what's next, i.e., What are your next career or skill-enhancement goals? How have your goals been affected by your internship experience?

7. **Samples of Work:** 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. **You must include a few captioned photos** which may include photos of your work area, work products, you working, field site, workshop, outreach events... Include photos of yourself. Some firms like to showcase their new employees internally by circulating a photo and bio. It's handy to have a few workplace or field pictures available to choose from if your next employer requests one. Use this assignment as an excuse to ask others to take pictures of you at work, no matter whether your workplace is in a lab, in the field, behind a computer, etc…

8. **Evaluations:** You have 2 evaluations to hand in before you can receive a passing grade for this course. <u>The forms will be provided in Canvas</u>. We need feedback from internship participants and hosts in order to ensure that the internship program continues to be successful and productive. We need your feedback and the feedback of your host! Please be aware that **if you don't get these evaluations in, you will be given an incomplete (which may interfere with graduation!). Note that one of the evaluations is to be completed by the host—but it is YOUR responsibility that it is submitted by the deadline.**

XI. **Instructor Feedback Policy & Grade Dissemination**
Assignments will be reviewed and graded on Canvas. Feedback will be provided in the comments section of the Canvas gradebook and announcements will be posted indicating that the assignment was graded, and comments are available.

XII. **Course Schedule**

   WORK TIME REQUIRED AT HOST ORGANIZATION: 120 hours minimum
   In addition to the minimum required work hours at the host organization, the following table shows the course assignments for EVR 4940. **These assignments are required to be completed outside of host work hours:**

LIST OF IMPORTANT DEADLINES	Week #	Date	Weekday
First week of work	1	May 13-17	N/A
Information Form	1	May 16, 5pm	Thursday
Video and Response	1	May 16, 5pm	Thursday
Learning Goals and Objectives	2	May 23	Thursday
Introduce Yourself to the Class (video discussion)	3	May 30 #1	Thursday
Journal Format Check	3	May 30 #2	Thursday
Nothing Due	4	-	-
Journal I	5	June 13	Thursday
Nothing Due	6	-	-
Group Discussion (video format)	7	June 27	Thursday
Hours Check In	8	July 4	Thursday
Nothing Due	9	-	-
Internship Reflection	10	July 18	Thursday
Samples of Work	11	July 25	Thursday
Journal II & Evaluations	12	Aug 1	Thursday

* All items must be submitted through Canvas by midnight on the due date unless noted otherwise
**Note: The Schedule is subject to revision

XIII. Integration of This Course into Your Academic Experience
A critical component of your curriculum is the senior internship requirement, which provides you with real world experience in the natural sciences, environmental policy and/or geography fields. This course will complement the coursework you have already completed as a major in the School of Geosciences and will facilitate your transition from higher education to professional employment or graduate studies.

XIV. USF Core Syllabus Policies
USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that **apply to all courses at USF**. Be sure to review these online at: https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx

XV. Course Policies: Grades

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first.

XVI. Course Policies: Technology and Media

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

XVII. Course Policies: Student Expectations

Title IX Policy: Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, **who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking**. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: https://www.usf.edu/title-ix/gethelp/resources.aspx. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

End of Semester Student Evaluations: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Netiquette Guidelines
1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

XVIII. Learning Support and Campus Offices

Center for Career and Professional Development
This center offers both online and in-person career coaching, career exploration, job and internship tools, and related resources to currently enrolled USF students and our alumni. For more information, visit this link

Writing Studio
The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit this link
Academic Accommodations
Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.
SAS website for the Tampa and Sarasota-Manatee campuses.
SAS website for the St. Pete campus.

Academic Support Services
The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the Office of Student Success website.

Canvas Technical Support
If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the "Canvas Help" page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.
IT website for the Tampa campus.
IT website for the St. Pete campus.
IT website for the Sarasota-Manatee campus.

Center for Victim Advocacy
The Center for Victim Advocacy empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center
The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.
Counseling Center website for the Tampa campus.
Counseling Center website for the St. Pete campus.
Counseling Center website for the Sarasota-Manatee campus.

XIX. Important Dates to Remember
For important USF dates, see the Academic Calendar at http://www.usf.edu/registrar/calendars/

<u>SAMPLE JOURNAL ENTRIES (an editable template is posted in Canvas)</u>

ON THE <u>FIRST PAGE</u> PLEASE INCLUDE:
   — YOUR NAME,
   — SUPERVISOR NAME,
   — HOST ORGANIZATION

<u>EXAMPLES OF DAILY ENTRIES:</u>

Date: 10-13-19   Hours: 8.5 <mark>(round to the nearest 30 min)</mark>
Work Location: Starkey Wellfield   **Running total:** 18.5 hours

Methods <mark>(RECORD WHAT YOU DID THAT DAY)</mark>: We drove to site 8 and checked the SW section but we 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 <mark>(REFLECT ON WHAT YOU DID THAT DAY)</mark>: 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: 10-17-19   **Hours:** 9
Work Location: John's Pass   **Running total:** 27.5 hours <mark>(9 + 18.5 = 27.5 RUNNING TOTAL)</mark>

Methods: We used a jon boat to cross over to the 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. We used girdling technique as well as lopping and spraying smaller trees. We also planted sawgrass on adjacent wetland restoration site.

Observations: The island site is densely populated with Australian pines. There are signs of pine and buttonwood remains, possible cedar. It will take several more trips to get to the rest of the trees. The site is small and when we are finished killing trees, we should be able to burn the wood 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!

Please note: **Your supervisor must sign the last page of your journal <u>or</u> send me an email** at krains@usf.edu **verifying the total number of hours worked to date (running total)** *each time you submit the journal (except for the format check). Your journal is not considered "submitted" until I have received this email.*