Course Description

Internship is a 4-credit, writing intensive course that is a graduation requirement for all CTAHR majors. For NREM and TPSS majors, it is offered every spring semester and consists of two parts, a one-hour and 15 minute weekly classroom session during the semester and a work period, usually completed during the following summer. The classroom portion features seminars or discussion sessions on resume preparation, interviewing skills, professionalism, etc. In addition, a field trip incorporates speakers from agriculture and natural resource companies, government agencies, and non-profit organizations who discuss their respective businesses and internship and career opportunities. There are numerous writing assignments, including a resume, a field trip report, classroom topic assignments, a term paper, and a journal and report of your internship experience. Students also help critique each other's resume and term paper, and participate in mock interviews.

The objectives of the work experience are to: a) integrate and apply knowledge from your academic program to practical work responsibilities in an agricultural or natural resource field; b) obtain experience in decision-making and to gain an understanding of interpersonal skills needed to work productively with employers, co-workers and customers/clients; c) determine your level of interest in a specific field; d) develop personal contacts with people in this field; and e) identify future needs in your educational program. An agreement involving the employer, student and instructor is developed prior to the work experience. A minimum of **135 hours** of work experience are required. You will complete a **journal** and a **10-page written report** of the work experience. Your employer will complete an **evaluation of your performance** at the end of your employment.

Because the work experience part of the course normally takes place after the spring semester, you will receive an **incomplete (I)** grade for the course at the end of the spring semester. The incomplete will be changed to a letter grade after your journal, report, and evaluation are received.

### Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Term paper: topic (10), outline (20), peer reviews (3 x 10), oral (50), written (150)</td>
<td>260</td>
</tr>
<tr>
<td>2. Resume and cover letter: critiques (3 x 10), final resume and cover letter (50)</td>
<td>80</td>
</tr>
<tr>
<td>3. Interview assessments (3 x 10)</td>
<td>30</td>
</tr>
<tr>
<td>4. Field trip: reports (4 x 10)</td>
<td>40</td>
</tr>
<tr>
<td>5. Internship opportunities: list (30), applications (2 x 20)</td>
<td>70</td>
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<tr>
<td>6. Financial planning session</td>
<td>20</td>
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<tr>
<td>7. Employer evaluation</td>
<td>100</td>
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<tr>
<td>8. Internship experience journal</td>
<td>100</td>
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<tr>
<td>7. Internship experience report</td>
<td>300</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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</tbody>
</table>

Class attendance will be taken, and **10 points** will be subtracted for every unexcused absence.

### Course Grade

<table>
<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>900 - 1000</td>
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<tr>
<td>B</td>
<td>800 - 899</td>
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<tr>
<td>C</td>
<td>700 - 799</td>
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<tr>
<td>D</td>
<td>600 - 699</td>
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<tr>
<td>F</td>
<td>&lt; 600</td>
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</table>
## Internship Course Schedule

### Instructors

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Office</th>
<th>Office telephone</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Travis Idol</td>
<td>NREM</td>
<td>Sherman 125</td>
<td>956-7508</td>
<td><a href="mailto:idol@hawaii.edu">idol@hawaii.edu</a></td>
</tr>
<tr>
<td>Dr. Ken Leonhardt</td>
<td>TPSS</td>
<td>St. John 019</td>
<td>956-8909</td>
<td><a href="mailto:leonhard@hawaii.edu">leonhard@hawaii.edu</a></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker</th>
<th>Assignment Due</th>
<th>(Points)</th>
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<tbody>
<tr>
<td>1-15</td>
<td>Introduction &amp; course requirements</td>
<td>Instructors</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>1-22</td>
<td>Library Research Skills I</td>
<td>Eileen Herring</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>1-29</td>
<td>Library Research Skills II</td>
<td>Eileen Herring</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>2-05</td>
<td>Internship opportunities I</td>
<td>Outside speakers</td>
<td>Term paper topic</td>
<td>(10)</td>
</tr>
<tr>
<td>2-12</td>
<td>Resume preparation</td>
<td>Melanie Takahashi</td>
<td>List of internship opportunities</td>
<td>(30)</td>
</tr>
<tr>
<td>2-21</td>
<td><strong>Saturday Field Trip</strong></td>
<td><strong>Instructors</strong></td>
<td>Draft resume and cover letter</td>
<td></td>
</tr>
<tr>
<td>2-26</td>
<td>Student Internship Experiences</td>
<td>Former students</td>
<td>Term paper outline &amp; references</td>
<td>(20)</td>
</tr>
<tr>
<td>3-05</td>
<td>Internship Opportunities II</td>
<td>Outside speakers</td>
<td>Resume critiques; Field trip report</td>
<td>(30, 40)</td>
</tr>
<tr>
<td>3-12</td>
<td>Interviewing Skills</td>
<td>Melanie Takahashi</td>
<td>Final resume and cover letter</td>
<td>(50)</td>
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<tr>
<td>3-19</td>
<td>Financial Planning</td>
<td>Outside speaker</td>
<td>Internship applications</td>
<td>(40)</td>
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<tr>
<td>3-26</td>
<td><strong>Spring Break-no class</strong></td>
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<td></td>
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</tr>
<tr>
<td>4-02</td>
<td>Mock Interviews I.</td>
<td>Students</td>
<td>Draft term paper</td>
<td></td>
</tr>
<tr>
<td>4-09</td>
<td>Mock Interviews II.</td>
<td>Students</td>
<td>Term paper reviews</td>
<td>(30)</td>
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<tr>
<td>4-16</td>
<td>Professional Expectations</td>
<td>Outside speaker</td>
<td>Interview assessments</td>
<td>(30)</td>
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<tr>
<td>4-23</td>
<td>Oral presentations</td>
<td>Students</td>
<td>Financial planning</td>
<td>(20)</td>
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<tr>
<td>4-30</td>
<td>Oral presentations</td>
<td>Students</td>
<td>Final term paper</td>
<td>(150)</td>
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<tr>
<td>5-14</td>
<td>Oral presentations (if necessary)</td>
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</table>

**Paper copies** of all assignments are due **in class** on the assigned dates. **Electronic copies** of peer review assignments are required, as indicated below. Assignments turned in late are acceptable *only with an excused absence and/or prior instructor consent*. Certain assignments that require peer review (draft resume, draft term paper, mock interview) **cannot** be graded if turned in late.
List of Internship Opportunities

Although your instructors will send internship announcements to you as we find them, you should be doing some research on your own to see what is available in your area of interest. For this assignment, you are required to locate and report on five internship opportunities, each with a different company or agency, each found from a different list of announcements. You should list the position title, description and requirements, the sponsoring company or agency, and the location where you found it. You should also briefly describe how this internship would help you in your academic and professional career. This assignment is due **February 05**.

Resume

Prepare a resume for yourself that you could use to seek an internship or permanent employment in the field of agriculture or natural resources. A class session on preparing a good resume will be held **February 12**. A **printed copy** of your draft resume is due **February 21**. An **electronic copy** (Word, WordPerfect, or pdf) should be emailed to your instructor on the same day. This will be distributed to 3 of your classmates for their critique. Print out copies of the sheet on the next page of this syllabus to critique your fellow classmates' resumes.

The student critiques and instructor reviews of the draft resume will be returned on **March 05**. The final resume is due on **March 12**. The Career Development and Student Employment office has a help service for student resumes. You are encouraged to use this service as an additional review of your draft resume and for any actual resume you send for internship applications. They require a minimum period of two working days.

Internship Application

After the library research skills, internship opportunities, and resume sessions, you should be ready to begin your internship search in earnest. This assignment requires you to prepare a cover letter, resume, and any other application materials (list of references, application form, etc.) for 2 internship positions as if you were applying for them. You do not have to use any of the internships you included in the previous assignment. For this assignment, print out and hand in the following:

1. The internship or job announcement, including application requirements
2. A summary description of the agency, company, etc. and how it relates to NREM or TPSS
3. A cover letter and resume tailored for the internship position
4. Other application materials, as required by the announcement.

If the position is not technically an internship but rather a summer job or "experience," include in your cover letter a request to discuss with the employer how you can work with them to create an internship opportunity from this position. Think about how best to "sell" this idea to the employer and include it in your cover letter.

A **paper copy** of this assignment is due in class on **March 19**. An **electronic copy** of the position for which you would like to apply in the mock interview session is due to your instructor on the same day. This will be distributed to 3 of your peers to help them prepare to interview you.
## Resume Critique

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SCORE (0-5)</th>
<th>HOW IT COULD BE IMPROVED</th>
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<tbody>
<tr>
<td>OVERALL APPEARANCE.</td>
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<tr>
<td>Readable, attractive, creative.</td>
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<td>LAYOUT.</td>
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<td>Correct grammar, spelling,</td>
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<td>and formatting. Professional</td>
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<td>style.</td>
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<td>LENGTH.</td>
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<td>Concise presentation but</td>
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<td>sufficient information.</td>
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<td>RELEVANCE.</td>
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<td>Relationship of the applicant's background to the available position.</td>
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<td>WRITING STYLE.</td>
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<td>Organization and flow of</td>
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<td>information. Professional</td>
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<td>language and terminology.</td>
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<tr>
<td>ACTION ORIENTATION.</td>
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<td>Action verbs, sentences, and</td>
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<tr>
<td>descriptions.</td>
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<td>SPECIFICITY.</td>
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<td>Focus on specific information about education, experience, projects, etc.</td>
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<tr>
<td>ACCOMPLISHMENTS.</td>
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<tr>
<td>Specific, relevant, important, reflects knowledge and skills.</td>
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<td>COMPLETENESS.</td>
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<td>All key information is included and up to date.</td>
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<tr>
<td>OVERALL EFFECTIVENESS.</td>
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<tr>
<td>Do the resume and cover letter make a strong case for inviting the applicant for an interview?</td>
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</table>

Rating point total _________ (out of a maximum of 50)

What are some other ways that you would suggest to improve resume?
Field Trip

We will be going on a field trip on Saturday February 21 to visit farms, businesses, agencies, and non-profit groups working in agriculture and natural resource fields. We will meet in the Korean Studies Center Parking lot across from St. John. We will leave promptly at 8:00 AM and return around 3:00 PM. We will likely visit 4-5 organizations during that time. We will not have time to visit a restaurant for lunch, so please bring your own. We will bring drinks and water for everyone in a cooler.

Your assignment for this trip is to write one-page summaries of four speakers/locations visited during the field trip. Each essay will be worth 20 points. The essay should summarize the facts presented and describe your reaction to the presentation (not an evaluation of the speaker).

One way to react to a field trip presentation is to think about what the speaker said and how that might be important to you. Recording facts and reactions to speakers are good ways of remembering events and your thoughts at the time of the presentation. If the field trip location is a farm or other commercial operation, you might comment on how viable or profitable such a venture is likely to be or what kind of training and sophistication is required to make it work. If the presentation is on ways to protect or conserve environmental quality, you might comment on how effective such efforts are and how they might affect potential land uses such as agriculture. If you were in charge of a particular operation, would you do things differently? If a particular agricultural or environmental activity appeals to you, discuss how you might prepare to start a career in that field and what role you see yourself playing in that field.

You can describe your reaction and interpretation of the facts presented throughout your essay. You do not need to physically separate the facts from your reaction. The format of describing the facts of the event (or events) followed by your reaction or interpretation of the event(s) is a useful way to keep journal entries for your internship report.

Field trip reports are due on March 05 in class.
Mock Interviews (April 02 and 09)

After the resume and interview sessions, you should be ready to engage in a real interview for a professional or internship position. To help you prepare for this, we will hold mock interviews in class in which you will take turns playing the part of an interviewer or an applicant with 3 of your classmates. Your peers will have received the internship position you sent out earlier. You should also have received 3 position descriptions from your peers.

On the day of the scheduled interview, you are expected to come to class dressed in appropriate attire for an internship interview (casual business attire). You will be judged based on your answers to the questions posed and on the quality of questions you pose to the interviewer.

As an interviewer, you should prepare a list of 5-7 relevant questions so you can learn more about the applicant's ability to fulfill the job requirements. These should be based on the application materials submitted and whatever you think would help you learn more about the applicant's suitability for the position. A sample list of questions is below. Some of your questions may be asked by other interviewers. If so, go on to another question on your list. The last question should be "Do you have any questions for us about the position?" You are not required to have good answers to questions posed by the applicant but rather should judge the quality of the questions asked by the applicant. The applicant’s questions should be relevant to the position rather than general ones, such as “What are the hours?” or “How many days of vacation do I get?” Do not fill out your critique sheet during the interview, but feel free to take a few notes, if you need. Interviewers will turn in their critique sheets on April 16.

Since there are 4 students per group and only 75 minutes of class, each interview should last no more than 15 minutes. One interviewer in each group should be the time keeper. If there are less than 2 minutes left for an interview, please indicate this and make sure the applicant is given a chance to ask any final questions.

If you are not scheduled to be an interviewer or applicant, you are excused from class that day. You may attend class in order to listen in and learn from other students as they go through the interview process; however, you should not disrupt the students engaging in the interview.
Sample Questions for the Mock Interviews

Use these general questions as a guide for the interview process. Include at least one question that is specific to the position and the kinds of tasks that will be required. For more sample questions and help with interviewing, go to www.jobinterviewquestions.org

Sample Questions for Interviewers: Modify these for the job requirements and expectations and the applicant's actual background. Make them relevant for an internship-type experience.

1. What attracted you to this position or motivated you to apply?
2. What do you think you can contribute to this position?
3. What would you like to learn or experience in this position?
4. How have your background and experience prepared you for this position?
5. How do you handle conflict or problems with co-workers and supervisors? Can you describe a situation from your own experience and how it was resolved?
6. What are your overall career goals? How does this position fit in with those goals?
7. What motivates you to do your best work?
8. What kind of work environment do you perform best in: team-oriented or independent, task-oriented, long-term or short-term projects, variety vs focus on specific tasks, office work, field work, client-stakeholder relations, etc.?
9. If you were hiring for this position, what would you look for in an applicant?
10. Describe one of your best work experiences and/or one of your worst experiences. What did you learn from them?
11. How would your former co-workers or supervisors describe you personally and professionally?

Sample Questions for Applicants: In general, you can turn some of the previous questions around and ask them of the interviewers, but only if they were not asked already. Questions should express your eagerness to work for the organization and ways that you and the organization can strengthen the internship experience.

1. What are the most important traits you are looking for in an applicant?
2. Is there a possibility that this internship could become a regular, full-time position?
3. Who is the supervisor, and how much independence vs directed tasks are expected?
4. How will my performance be evaluated? Will I receive regular feedback? Are there written standards or expectations?
5. What kind of training is offered or required to perform the job? Will there be training opportunities during the course of employment?
6. As an intern, I would like to experience various aspects of the business and its operations. How much would that be a part of the work experience?
7. Are there opportunities for mentorship with senior employees?
8. Obviously, there are sometimes conflicts among employees or with supervisors. How does your organization handle these situations, and which would apply to me as an intern?
9. Will I have an opportunity to meet with potential co-workers or supervisors today?
10. Have you employed interns in the past? What kinds of tasks did they perform? Are any still working here? Do you know what they have gone on to do?
Mock Interview Critique Sheet

Student Name ___________________________ Position Interviewing for ___________________________

1 - Poor – applicant fails basic standards for this criterion
2 - Needs Improvement – okay, but could (and should) be better
3 - Satisfactory – meets expectations
4 - Outstanding – exceeds expectations

<table>
<thead>
<tr>
<th>Categories</th>
<th>Unsatisfactory (0 point)</th>
<th>Needs Improvement (1 point)</th>
<th>Satisfactory (2 points)</th>
<th>Excellent (3 points)</th>
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<tr>
<td>Comments:</td>
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<tr>
<td>Eye Contact/Body Language</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Appropriate Dress</td>
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<td>Comments:</td>
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<td>Oral Communication (uses complete sentences/diction)</td>
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<td>Comments:</td>
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<tr>
<td>Expression of Ideas (logical/sequential/complete)</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Use of Information from Resume and Cover Letter</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Quality of Questions Asked of the Interviewer</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Additional comments</td>
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Subtotals (use the rating system above) ___________________________ ___________________________ ___________________________ ___________________________ ___________________________

Would Hire ___________________________ Not Hire at this Time

Total Score ___________________________

Interviewer Signature ___________________________ Interviewer Name (Print) ___________________________
Term Paper and Oral Presentation

You will be faced with important and sometimes controversial issues in your career or personal life. In developing an opinion on any issue, it is important to gain a thorough understanding of the scientific facts relating to the issue prior to formulating your opinion. There are usually different views on these issues, and you should be presenting the scientific facts that support (or refute) the different views. This is particularly important for controversial issues, as contrasting values and emotions associated with them have important influences on people’s opinions. In this assignment, you will choose a controversial topic with the concurrence of your instructor. Examples are as follows:

• The use of specific biotechnologies in agriculture, such as genetically modified organisms (GMO’s) or ionizing radiation for food safety
• Pesticide use and impacts on environmental and human health
• Endangered species and conservation planning
• How to regulate greenhouse gas emissions or renewable energy use
• Other suggested topics might be obtained by new legislative bills on agriculture, natural resources, or environmental protection.

These are broad topic suggestions. Your paper should focus on a specific aspect of these types of issues, e.g. choose a specific biotechnology or pesticide, not GMO’s or pesticides in general.

The paper can be organized in several ways, but you must introduce the topic with emphasis on the controversial aspects, then present claims and evidence on both/all sides of the controversy. Your own interpretations and conclusions based on the claims and evidence should serve as a final summary. Two suggested organizational structures are:
1) each section of the paper represents a major claim with evidence and arguments from all sides
2) each section represents a single side of the issue with all claims and arguments included
Your interpretation and summary may be included at the end of each section or as a separate concluding section of the paper.

Assignments

1. Term paper topic: You will submit a topic title and a one-paragraph abstract summarizing the major issues associated with the controversy as you understand it on February 05.
2. Term paper outline: You will submit a formal outline of your topic on Saturday, February 21 at the start of the field trip. The outline should list major headings and sub-headings for each intended section of the paper. You must also include references for five peer-reviewed journal articles or official government or NGO reports. The format of the references should follow the examples given below. If you want change your term paper significantly after this point, please obtain permission from your instructor and supply a new outline.
3. Draft term paper: prepare a term paper (8-12 pages) in which you will use the important facts from the scientific literature to formulate your position (opinion) on the topic. Cite references used in the paper according to standard scientific style, as indicated on the attached “Guide to Formatting References”. No more than 5 references can be to non-technical sources, i.e. sources that have not undergone peer review, unless you are reporting on specific events, such as newspaper or news journal accounts of current events. Non-technical references
include encyclopedias and Wikipedia, despite the generally good information they contain. Widely accepted studies by groups such as the United Nations or Worldwatch Institute that are carried out by well-trained professionals are considered technical references, much like government reports. At least 5 references should be to articles in peer-reviewed scientific journals (e.g., *Agronomy Journal* but not *Discover* magazine) or official government publications (e.g., *Hawaii Agricultural Statistics Handbook*). The first draft is due April 02.

You must bring 1 hard copy to class and email a copy of your paper to the instructor. The hard copy will be reviewed by the instructor. The electronic copy will be distributed to your fellow students for review.

4. Peer reviews: each student will be required to read and provide peer reviews (use attached peer response sheet) of 3 papers. The peer reviews will be due on April 09. If you do not submit an electronic copy of your draft term paper to your instructor for distribution to reviewers by April 02, you will be penalized 15 points. If you do not return your peer reviews by April 09, you will be penalized 5 points for each review not completed.

5. A 5-minute oral presentation of your topic to the class, with 2 minutes for questions from the audience. This means you should have a very concise presentation that still covers the main sections of the paper, including:
   1. Title page with topic name, your name, and course name (1 slide)
   2. Introduction of the topic, emphasizing the controversy (1-3 slides)
   3. Summary of the key arguments and evidence used to support them (2-4 slides)
   4. Your interpretation or evaluation of the arguments and evidence (1-2 slides)
   5. A general conclusion or judgment about the controversy (1-2 slides)

You should NOT exceed 10 slides total, but do NOT cram copious text onto individual slides. You should rehearse your presentation to ensure that it does not exceed 5 minutes. Time will be kept, and you will be asked to stop if you exceed your allotted time. The attached evaluation sheet should be used as a guide for planning and practicing your oral presentation. The rest of the class will evaluate your presentation using the form, and you will do likewise for them. Oral presentations will begin on April 23 and run through the final exam period, Thursday May 14 from 12:00-2:00 PM. Your instructors will assign students to time slots. You must make arrangements with the instructor at least 2 weeks ahead if you wish to change your scheduled time.

You may use Powerpoint or other Windows PC-compatible software for your presentation. The classroom computer uses Office 2007 software, so if you are using a Macintosh computer, you need to save it in a compatible format. Some images, animation, or video in Macintosh format may not translate onto a Windows PC if they are not in a compatible format. In this case, try converting the presentation into an Adobe Acrobat pdf file, which will capture the images and text into a compatible format. This may cause you to lose some resolution or take longer to load, so try not to fill your presentation with too many high-resolution images or video. Please view your presentation on a PC before your scheduled presentation date. Alternatively, you may prepare overheads or even a hand-out for your classmates.

6. Final term paper: Your final term paper is due on the last day of class, April 30.
GUIDE TO FORMATING REFERENCES

There is an appropriate format for each type of reference used to develop information about a topic. Be sure to use abbreviations consistently. You may spell out the names of scientific journals or abbreviate them, but do only one or the other. The Science and Technology desk in Hamilton Library has a publication containing the correct abbreviations for technical publications. Format references for your papers using the guide below. If you find a reference that doesn't fit the following formats, see/email one of the instructors.

Standard journal article

Technical book citation
To qualify as technical references, books must include reference citations in the text and reference lists at the end of chapters or at the end of the book. Popular books with bibliographies (such as Guns, Germs, and Steel by Jared Diamond) do not count as technical references. Use these and other non-technical references to illustrate popular opinion, not as sources of evidence.


Chapter in a book

Article with no identifiable author
Some publications don't list an author. An example is Statistics of Hawaii Agriculture. Where there is no author, substitute the word Anonymous. If you have more than one reference listed with Anonymous and the same year of publication list as Anonymous 1997a, Anonymous 1997b, etc. Thus the statistics books would be:


Magazine or newspaper article


Technical report
Conference, symposium, or workshop proceedings
In D.R. Nielsen and J. Bouma (ed.) Soil spatial variability. Proc. Workshop ISSS and SSSA,

Thesis or dissertation
Walters, G.A. 1981. Photosynthesis, respiration, transpiration, and growth of Acacia koa
seedlings as affected by photosynthetic photon flux density. Ph.D. dissertation. University of
Hawaii, Honolulu.

Abstract
Use only if the publication isn't in the library or if the paper is in a foreign language. When
using an abstract, give the citation for the original paper followed by the source of the abstract.
For example, Hort Abstracts. Year, Volume, Abstract number.

Personal Communication
Cite all information obtained from interviews with experts (including farmers) as personal
communications in the body of the paper. Citations should take the form (J.B. Smith, Year,
personal communication).

Internet citation
1. Chicago Style
"Jericho Walls." In History Log9008 [electronic bulletin board]. S.1 27 August 1990- [cited 15
December 1990]. Available from listserv@finhutc.bitnet
Formats vary for citing materials published electronically. Consult sections 4.8 and 4.9 of the
MLA Handbook for samples of citation format, including CD-ROMs, online services, and the
Internet.

Citing web pages
Author. Date. Title of Article. Title of web page. URL (uniform resource locator; almost always
begins with http://). Date accessed.

Citation of References in your paper:
You should cite the source of information or quotes in your paper. The general formats for
these citations are: (Author date), (Author1 and Author 2 date), (Author1 et al. date) for one, two
or more than two authors, respectively. If you cite more than one article by a given author in the
same year, the date should be followed by the letters a, b, etc., e.g. (Jones 2000a), (Jones 2000b)
but (Jones 2000), (Jones et al. 2000) do not need separate letters. If the information in a single
sentence is derived from more than one reference, list the citations together in parentheses in
chronological order, e.g. (Jones et al. 2000, Mackenzie and Stark 2005).
Draft Term Paper: Peer Response Sheet

AUTHOR ___________________________________ REVIEWER ___________________________________

The goals of the peer review are: (1) to provide feedback to authors to help strengthen their paper, and (2) to help improve editing and writing skills.

INSTRUCTIONS: Read the paper(s) assigned to you twice, once to get an overview of the paper, and a second time to provide constructive criticism to the author for use when revising the paper. Answer the questions as you review the paper.

1. Does the title of the paper indicate the content in a clear and concise manner? Yes No
   If no, please suggest how the title might be improved to be more concise or to more accurately reflect the content.

2. Is the topic sufficiently narrow for a paper of this length? Yes No
   If no, please explain how the topic might be narrowed.

3. Does the introduction indicate the nature and scope of the subject to be discussed in a clear and concise manner? Yes No
   If no, please briefly explain the problems that need to be worked on.

4. Is the paper well organized, are the paragraphs effective and well supported with specifics and are references cited to document the major points in the paper? Yes No
   If no, give suggestions on how organization could be improved and mark the paragraphs that need more work. Please provide specific comments that you think will help the author to improve the paper.

5. Circle any of the following that need work. Please help the author by making corrections directly on the draft.

   spelling   grammar   punctuation   clarity   literature citations

6. This is the more important question. If this were your paper, what would you do to improve it? For example, is the content weak or could the author give more specific examples rather than using generalities? Give specific examples of whatever you suggest. Continue on the back of this sheet if necessary.
Evaluation of Oral Presentations

I. Organization (30 %)
Did the presentation flow in a logical order so there was a consistent and obvious progression from introduction to main body of the report to a summary or conclusions.

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
</tr>
</thead>
</table>

Name:
Score:

II. Content (50 %)
Was the presentation balanced and factual?
Was the material covered with adequate depth?
Was there a clear take-home message?

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
</tr>
</thead>
</table>

Name:
Score:

III. Execution of the presentation (10 %)
Did the presentation capture the attention of the audience?
Could the speaker(s) be heard and understood?
Did the speakers speak to and maintain eye contact with the audience?

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
</tr>
</thead>
</table>

Name:
Score:

IV. Visual Aids (10 %)
Did the visual aids (slides, overheads, video tape ) enhance the presentation?
Were the visual aids (slides, overheads) clear, uncluttered, and free of errors?
Were visual aids (texts, graphs, etc.) easily read from anywhere in the room?

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
</tr>
</thead>
</table>

Name:
Score:
Internship Experience Journal or Notebook

A journal or notebook of your internship experience is required. It is worth **100 points**. This is an excellent foundation for your internship report. At the end of each day, take a few minutes to record significant events of the day. Record facts and practices. Once a week, set aside some time (15 - 30 minutes, or longer) to reflect upon the events of the week. Write a paragraph or two to summarize your generalizations, interpretations and reactions. Use your daily logs to remind you of the significant events. Look for themes and commonalities. Generalizations, interpretations and reactions to the facts and practices being conducted should be related to science. If certain practices being utilized are inappropriate (or appropriate and effective), you may wish to describe the suitability of the practices relative to maximum profitability of an operation.

In writing journal items, think about the entire operation. If it is an agricultural business, consider the product line being marketed, how efficiently they're produced (media/fertilization, irrigation, crop protection, growing environment), inventory turnover, marketing, and the distribution channel. You should make observations on the workflow, the work environment, employee attitudes, standardization of procedures, etc. Think about how you might enhance the profit margin (if a business) or enhance the service (if a non-profit organization).

Your journal will be evaluated in the context of your summary of the facts of events and your reactions/interpretations of the events. If you prefer to submit something more structured, use the format of the field trip writing assignment to describe a summary of the significant event(s) and your interpretation/reaction to the events of significance in your internship experience. You could relate your internship practices to theory learned from your classes or other reading that you have done. Five "reports" of one to two pages in length will replace the requirement of your entire journal.

**Due date: Friday September 11 2009** (or by arrangement with instructor).
Internship Experience Report

Requirement: 10-12 pages typed double-spaced. It is worth 300 points. Your journal can help you with the content of your report. Your reactions and interpretations near the time of each significant event serve as a valuable way of elaborating important points in your report. Details and impressions may be quickly lost if they are not recorded in your journal.

Report format:

1. Description of operation
   A. Type of business or service organization
      a. Location, products produced or sold, market.
      b. Facilities available.
   B. Organization
      a. Organization of departments, chain of command, supervisors, etc.
      b. Your place and duties in the organization, e.g., specific tasks and daily routine.

2. Analysis of business and practices
   A. Technical aspects, e.g., procedures and scheduling for fertilization and watering, weed, disease and insect control; chemical storage, propagation, planting, pruning, media preparation, etc.
      a. Were techniques used effective or was improvement needed?
      b. Could procedures be simplified to save time or money?
      c. Were pesticide control measures carefully devised or haphazard?
      d. Were workers knowledgeable about reasons for duties?
      e. Were there any innovative or unusual procedures?
      f. Describe technical features that make the company successful
      g. Propose new practices to enhance production and improve profitability
   B. Business and personnel aspects (if appropriate)
      a. Procedures for conveying responsibilities to workers to get jobs done.
      b. Procedures for handling and recording financial aspects of the business.
      c. Training procedures.
      d. Worker attitudes and conditions leading to attitudes.
      e. Describe business and personnel features that make the company successful
      g. Propose new practices to enhance personnel relations or business practices

3. Evaluation of work experience
   A. New experiences or techniques that you obtained.
   B. Evaluation of your employer as a place to work.
   C. Relevance of classes to work experience.
   D. Effect on your future plans.

The draft report is due **Friday September 11, 2009** (or by arrangement with instructor). The draft report with comments will be available for pickup at the instructor’s office on **Friday September 25, 2009**. The final report is due **Friday October 09, 2009**.
Prospective Employer Information/Agreement

The objectives of the work experience are to: a) integrate and apply knowledge from your academic program to practical work responsibilities in an agricultural or natural resource field; c) obtain experience in decision-making and to gain an understanding of interpersonal skills needed to work productively with employers, co-workers and customers/clients; d) determine whether your level of interest in a specific field; e) develop personal contacts with people in this field; and f) identify future needs in your educational program.

This form is to be completed by employers interested in providing CTAHR majors with practical work experience to fulfill her/his internship requirement. Approximately 135 hours of work experience or equivalent is required. Completion of this form does not commit the employer to hire any students, but it provides a record that the internship program uses for self-assessment and future reference.

Student Name: ______________________________________________________________

Employer (Company/Agency):___________________________________________________

Contact person:______________________________________________________________

Mailing Address:_____________________________________________________________

Telephone/Fax/e-mail:________________________________________________________

Student's Job Title and Major Duties (brief description)

Expected hours/week of work:

Will this be a paid or unpaid internship?
Employer agreement:

I agree to provide volunteer opportunities or wages and benefits in accordance with schedules set for other volunteers, part-time or full-time employees doing the same work.

I agree to complete an evaluation of the student(s) employed by me for the University of Hawaii at Manoa Natural Resources and Environmental Management Department.

___________________________________________ Date________________________
Signature of Employer-Cooperator (Please Return to above address).
INTERNSHIP: EVALUATION OF STUDENT PERFORMANCE

Name of student_________________________________ Date________________________

INSTRUCTIONS:
This form (or an alternate) is to be completed by the agency/firm supervisor. It becomes a part of the total evaluation for the student and is to be discussed with the student in final conference(s). Please give your assessment of the student at the completion of the internship on the items and scale below. Please also note by placing an asterisk beside the rating if you have observed improvements since the beginning of the experience.

RATING SCALE:
4 = excellent; 3 = very good; 2 = average; 1 = fair; 0 = unsatisfactory. (Use N/A for any item you have not had an opportunity to observe.)

A. Work performance
   _____ 1. Ability to learn
   _____ 2. Ability to analyze problems
   _____ 3. Ability to organize and plan work
   _____ 4. Quality of work
   _____ 5. Time to complete tasks
   _____ 6. Ability to meet deadlines
   _____ 7. Initiative to identify needs and propose solutions
   _____ 8. Ability to utilize and apply previously gained knowledge
   _____ 9. Ability to communicate orally
   _____ 10. Ability to write clearly, accurately
   _____ 11. Ability to work independently
   _____ 12. Promptness/punctuality/attendance
   _____ 13. Dependability
   _____ 14. Use of professional judgement
   _____ 15. Interest and enthusiasm
   _____ 16. Safety consciousness
Comments:

B. Personal Relationships
   _____ 1. Courteousness, sensitivity to others
   _____ 2. Ability to work cooperatively with other employees
   _____ 3. Ability to deal with clients
   _____ 4. Ability to assume effective leadership (when needed)
   _____ 5. Receptivity to suggestions
   _____ 6. Ability to accept constructive criticism
   _____ 7. Ability to be flexible and adaptable
   _____ 8. Ability to handle personal and work-related frustrations
C. What did you value most about this student?

D. In what ways can the student improve herself/himself?

E. Other comments

F. Please indicate the grade you feel best represents the overall performance of the student, using the following scale (+ or - may be used to designate additional information).

   A = excellent
   B = good
   C = fair
   D = poor
   F = very poor, failing

___________________________________________________________________________
Agency/Firm Supervisor's Signature  Title

___________________________________________________________________________
Name of agency/firm  Date
PUBLIC TESTIMONIAL

Although your evaluation of student performance is used for grading and assessment, comments will not be made publicly available without your permission. In our efforts to publicly advertise the value of our undergraduate programs, we would like to include employer comments on our website and other promotional materials. If you are willing to have your comments on student performance be used for these purposes, please check the box next to the letters below. Alternatively, you may include separate comments for this purpose. We will remove any names or other identifying information regarding the student or the employer.

☐ A. Work Performance   ☐ B. Personal Relationships   ☐ C. Most Valued About Student

☐ D. Areas for Improvement   ☐ E. Other Comments

Separate Comments:

University "open file" policies require that this information be available to the student on request. Please return the signed form to "Internship Program Coordinator" at the appropriate department's address below.

Department of Natural Resources and Environmental Management
University of Hawaii
1910 East-West Rd.
Honolulu, Hawaii 96822

Department of Tropical Plant and Soil Sciences
University of Hawaii
3190 Maile Way
Honolulu, Hawaii 96822

Thank you for your cooperation.