

ANR Internship Requirements and Guidelines (ANR 395/495) April 2012

The ANR degree program requires students to complete either an Internship (395/495) or a Labor/Field Learning Experience (494, non-credit).

The ANR Program has developed a set of minimum requirements for internships. Each student *must*: have a supervisor's evaluation, write a research paper, make a presentation (oral or poster), and keep a daily journal. Additional graded projects may be added, if the student wishes to do so. The only guidelines on grade distribution are 1) the supervisor's evaluation will not count for more than 10-15% (this may be increased with justification and approval of the sponsors) and 2) the research paper should be the highest percentage of the grade.

We have developed the following set of guidelines to help you understand what is necessary and what it takes to do well in this course.

Research Paper Guidelines and Rubric

This research paper is an opportunity for you to do some research and learn about a topic that interests you. It must be related to your internship, but there is considerable latitude. Discuss your topic ideas with your primary sponsor to ensure that sufficient information is available to form the basis for your paper.

Writing a research paper is not simply looking up some facts and stringing them together. As you do your research, you may find different points of view or contrary results. Good research usually leads to new understanding of a topic. As you pull the information together, you may see a new way to apply the information. Your new understanding is what is referred to below as "synthesizing something new". You might propose a new management practice or a new explanation of a well-known phenomenon. This is a truly professional use of information and you should strive to achieve it.

You will be expected to do a significant amount of research and your sources should be reliable (for example, you should not use information from an advertisement or company literature as the only source of information on a product). Most of your sources should be recent (less than 10 years old).

You are expected to produce a **draft of this paper at least 2 weeks before the final grade is due**. Your sponsor will give you some guidance for writing your final draft.

Format

1. Abstract (250 words), Introduction, Body, Conclusion, Bibliography
2. Length 5000-7000 words (*excluding the bibliography*)
3. CSE style must be used (for details see St. Martin's Handbook or a web resource such as: <http://library.duke.edu/research/plagiarism/cite/cse.html> or http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch07_o.html)
4. It is assumed that you will follow the format specifications, so you do not get points for following them. However, points will be deducted if you fail to follow them (up to a whole letter grade for significant omissions).

Content specifications

1. Introduction must include an objective statement
2. Bibliography must be annotated (see St. Martin's Handbook or the Purdue Online Writing Lab for examples <http://owl.english.purdue.edu/owl/resource/614/01/>)
3. Works cited must be recent (70% less than 10 years old)

4. All work cited must be from reliable sources (i.e. you should not depend on blogs, opinions, or sources who have a financial interest in the topic)
5. Topic must be related to some aspect of your internship (it is a good idea to confer with your first sponsor and obtain approval before you begin to write).
6. It is assumed that you will follow the content specifications, so you do not get points for following them. However, points will be deducted if you fail to follow them (up to a whole letter grade for significant omissions).

Evaluation

<p><u>Writing Style (15%)</u> 14-15% - No spelling errors. Proper grammar used. No run-on sentences 12-13% - A few grammatical/spelling errors or contains 1 or 2 run-on sentences 10-11% - Consistent grammatical/spelling errors. Improper sentence structure/run-on sentences indicate inattention to organizing/communicating thoughts 8-9% - Organization severely lacking. Errors indicate inattention to developing, organizing, and communicating ideas ≤ 7% - Replete with grammatical/spelling errors. Run-on sentences and/or lack of organization indicate <i>extreme</i> and/or <i>complete</i> inattention to developing and communicating ideas.</p>
<p><u>Abstract (15%)</u> - Is the abstract an accurate synopsis of the paper? The abstract should give the reader a clear understanding about the topic, the objectives, the results, and conclusions of your research. 5% each for clear description of a) objectives, b) results, and c) conclusions</p>
<p><u>Thesis/Objective (15%)</u> - Does the paper accomplish the stated objective? 13-15% (excellent) – paper stays on topic and fulfills the objectives stated in the introduction. 11-12% (acceptable) – strays from the main topic or fails to address one aspect of the objective. 0-10% (poor) – major digressions, objective not fulfilled.</p>
<p><u>Organization/Research (15%)</u> - Is the paper clearly and logically organized and thoroughly researched? 13-15% (excellent) – all of the citations used are pertinent and used effectively to make points that fulfill the objectives of the paper. Sequence of ideas are clear and transitions are effective. 11-12% (acceptable) – a few citations missing, some additional information/research is needed to support the points the author is making or illustrating. 0-10% (poor) – inappropriate use of citations or lack of citations where needed to produce an effective argument. Sequencing awkward or transitions non-existent.</p>
<p><u>Synthesis of Something New (20%)</u> – Does the author synthesize something new from the research? 17-20% (excellent) – information presented is excellent and supports the new ideas/approach that the author is proposing. 14-16% (acceptable) – some new ideas presented/proposed, but more could be done based on the research. 0-13% (poor) – the research is not used to develop a new idea, it is simply a recounting of what is already available in the literature.</p>
<p><u>Understanding (20%)</u> – Does the paper demonstrate professional level understanding of the topic? 17-20% (excellent) – the author clearly understands the topic well and can effectively use the information presented to solve practical problems. 14-16% (acceptable) – a strong understanding/mastery of the material with a few minor omissions or misconceptions. 0-13% (poor) – the author does not appear to understand the topic very well and would have a difficult time correctly applying the information.</p>

Internship Journal Guidelines and Rubric

Internship goals, activities, experiences, coupled with an analysis of these experiences should be recorded in a journal. Daily entries should communicate relevant activities and experiences. Analyses of experiences should also be interwoven throughout the journal to communicate each student's involvement and to demonstrate a solid understanding of internship activities in context to learning and career goals. In short, mentors will evaluate your level of engagement of the internship experience in addition to your ability to communicate this engagement to the reader. Criteria for evaluating journal entries are described below. **Journals from summer internships are due one month after the start of Fall classes.**

1. Synopsis of experiences and activities

- a. Initially define, explain, and analyze your goals
- b. Succinctly communicate relevant *daily* activities/experiences

2. Analysis of experiences and activities

- a. Show relationships between internship and course/farm labor experiences
- b. Communicate relevance of experiences to learning/ career goals
- c. Analyze experiences with respect to goals/previous experiences to address the following:
 - i. Experiences helpful, constructive, relevant to goals?
 1. Why or why not?
 - ii. Theoretical, philosophical, technical, procedural, personal or other relevant questions and/or topics answered/explored?
 1. Breadth/depth of your learning expanded?
 2. Critical thinking /problem-solving skills improved?
 3. Breadth/depth of questions progressed with level of involvement?
 - a. If so, how?
 - iii. Fulfilled/unfulfilled goals/experiences?
 1. Goals/career plans confirmed? Altered?
 2. Ideas for improving future learning experiences recorded?

3. Writing style

- a. Use proper spelling/grammar
- b. Use clear sentence structure and proper diction
- c. Write clearly and to the point
 - i. Communicate ideas in an organized/logical fashion

4. Format

- a. Electronic
 - i. Daily experiences chronicled sequentially and dated
 - ii. Use Arial or Times New Roman Font
 1. Font style- regular
 2. Font size - 12
 - iii. Line spaces - 1.5
 - iv. Margins – 1 inch
- b. Hand-written
 - i. Use only bound notebook or journal
 - ii. Write legibly in pen
 - iii. Daily experiences chronicled sequentially and dated

Evaluation of Journals

Synopsis of Experiences/Activities (40%)

35-40% (Excellent) - Personal goals defined, explained, and referenced throughout journal. Descriptions succinct, organized, clearly conveyed. Diction effective, strategic.

29-34% (Good) - Same as excellent; contained superfluous information. Goals not completely related to activities.

23-28% (Acceptable) - Wordiness. Some explanations lack depth. Activities, goals not always clearly explained.

17-22% (Deficient) - Lacked attention to clear communication. Wordiness/irrelevant information presented; lacked organization. Goals unclear.

≤ 17% (Poor) – Irrelevant information dominated. Organization, wordiness rendered synopsis ineffective. Goals, analysis completely omitted.

Analysis of Experiences/Activities (35%)

30-35% (Excellent) - Solid understanding demonstrated/effectively communicated. Relevance to career goals/learning analyzed. Relationships to previous experiences communicated.

24-29% (Good) - Same as excellent; lacked complete succinctness.

18-23% (Acceptable) - Adequate understanding demonstrated. Conveyed relevance but not critically discussed/analyzed. Unorganized and/or unclear.

13-18% (Deficient) – Discussion understood with difficulty and/or insubstantial. Relevance unclear.

≤ 12% (Poor) - Analyses omitted and/or ideas incomprehensible.

Writing Style (15%)

14-15% (Excellent) - Spelling errors absent. Proper grammar used. run-on sentences omitted.

12-13% (Good) - Some errors recorded.

10-11% (Acceptable) – Some errors consistently recorded; attention to organization/communication needed.

8-9% (Deficient) - Organization severely lacking. Demonstrated inattention to developing, organizing, communicating ideas.

≤ 7% (Poor) - Grammatical/spelling errors pervaded entries. Ideas consistently not developed/communicated.

Format (10%)

Acceptable Presentation format complete as prescribed. Journal accepted.

Unacceptable Presentation format ignored. Journal returned to student for reformatting.

ANR Poster Guidelines and Rubric

(Posters are not required for internships, but you may choose to do one in place of an oral presentation, or you may add one to include in your graded work).

Purpose of a Poster: Posters are often used to briefly and quickly communicate information about complex ideas, projects, programs, findings, or discoveries. They are used at science, industry, agriculture, and other types of conferences or professional gatherings. Functioning as summaries of more expansive work or research, posters include text and graphical displays of carefully selected information that communicate the most important message desired within minutes or less. Creativity, excellent organization, and careful consideration of the reader are critical for making an effective poster. Typically, meetings include scheduled sessions where the poster's author(s) stands by to answer specific questions for those interested in more detail. Unlike a typical research paper in which you are assigned a minimum number of pages or words, making a poster is challenging because it requires an economy of words, tables, and figures. The key requirement is that you generate a clear objective, use reliable and relevant quantitative and qualitative information to address it, present your findings in a carefully planned and organized manner, and have a well-defined conclusion or recommendation in the end. Referencing your sources of information in a poster is similar to that of a report or published paper. Remember to cite them!

Students who want to make a poster presentation should consult with their sponsors to determine an appropriate venue for the presentation.

Here are some suggestions to guide you in designing your poster:

1. Poster size is typically no more than 36" (H) by 50" (W) but at least 30" by 40".
2. The title should be printed in 70-point font or larger.
3. All other print should be in a font that can be read from a distance of at least 3 feet.
4. Minimize the size of text blocks as much as possible.
5. Use graphics to communicate information instead of words wherever possible.
6. Consult the resources below before you begin.

Resources:

Zielinska, E. 2011. Poster perfect: How to drive home your science with a visually pleasing poster. *The Scientist*. Retrieved February 24 from <http://the-scientist.com/2011/09/01/poster-perfect/>

Pennsylvania State University. Design of scientific posters. Retrieved February 24, 2012, from <http://www.writing.engr.psu.edu/posters.html>

Purrington, C.B. Designing conference posters. Retrieved February 24, 2012, from <http://colinpurrington.com/tips/academic/posterdesign>

Evaluation:

Organization (10%) – Is the information laid out in a logical and easy-to-read manner, balancing text and graphics?

9-10% (Excellent)

7-8% (Good)

5-6% (Acceptable)

3-4% (Poor)

1-2% (Unacceptable)

<p>Content (10%) – Does the poster include all of the necessary information address the objectives stated and support the conclusions made? Does it include all appropriate sections (e.g. Introduction, References, etc.)</p> <p>9-10% (Excellent) 7-8% (Good) 5-6% (Acceptable) 3-4% (Poor) 1-2% (Unacceptable)</p>
<p>Language (10%)– Is it written with clarity and consistency using proper grammar and spelling? Abbreviations and bullet points are typically appropriate.</p> <p>9-10% (Excellent) 7-8% (Good) 5-6% (Acceptable) 3-4% (Poor) 1-2% (Unacceptable)</p>
<p>Originality (10%)– Are creativity and original thought evident in the research, analysis and presentation of information?</p> <p>9-10% (Excellent) 7-8% (Good) 5-6% (Acceptable) 3-4% (Poor) 1-2% (Unacceptable)</p>
<p>Presentation (10%) – How well does the author verbally communicate the information in the poster?</p> <p>9-10% (Excellent) 7-8% (Good) 5-6% (Acceptable) 3-4% (Poor) 1-2% (Unacceptable)</p>

Oral Presentation Guidelines and Rubric

If you choose to do an oral presentation on your internship experience, you will need to do it **within three months of finishing the internship**. This is an opportunity for you to share what your internship was like with students in the department, many of whom will be doing an internship of their own in the future. It is your responsibility to arrange for a date and time with a faculty member. You should try to select an introductory course whose subject matter relates to your work (but any course is fine). You should **coordinate this presentation with a faculty member within one month of the start of classes after the internship**.

Format

Your presentation can be in Microsoft Powerpoint, PDF, or another appropriate format. You should coordinate with the instructor of the class you will be presenting in to ensure technical compatibility. You will have 15 minutes total, so you should plan on 10 minutes for the presentation itself (practice it beforehand!) and 5 minutes for questions.

Content Specifications

Your presentation should include three sections:

1. Background & Introduction
2. Overview
3. Challenges and Lessons

See rubric below for specific content suggestions for each section.

Evaluation

<p><u>Background & Introduction (12%)</u></p> <p>Tell briefly how you learned about the internship and what the application process was like. What was the topic and what was your experience/knowledge level with the topic like prior to starting? Why were you interested in this opportunity?</p> <p>11-12% (Excellent) 9-10% (Good) 5-8% (Acceptable) 3-4% (Poor) 1-2% (Unacceptable)</p>
<p><u>Overview (15%)</u></p> <p>How long did the internship last? Where was it? What did you do? (both topics/content and actual day to day activities) Who did you work with? What were the highlights from your experience? What did you do during your time off?</p> <p>14-15% (Excellent) 11-13% (Good) 8-10% (Acceptable) 4-7% (Poor) 1-3% (Unacceptable)</p>
<p><u>Challenges & Lessons (15%)</u></p> <p>What challenges did you encounter during your internship? What lessons did you learn? Did you surprise yourself, and if so, how? Did your internship deepen your interest in the subject or lessen it? Do you think you want to pursue a career related to the internship, and if so, what might that be? If not, what kind of career are you interested in- or are you still trying to figure that out?</p> <p>11-12% (Excellent) 9-10% (Good) 5-8% (Acceptable) 3-4% (Poor) 1-2% (Unacceptable)</p>
<p><u>Format (8%)</u></p> <p>Presentation had good mix of text and visuals. Words and figures were all clearly legible. Presenter spoke clearly and audibly. Presentation time was 10-15 minutes.</p> <p>7-8% (Excellent) 5-6% (Good) 3-4% (Acceptable) 1-2% (Poor)</p>