
NSCI 687B: PSM INTERNSHIP - PROJECT

INSTRUCTOR INFORMATION

Instructor: Annie Wallin, PSM

Office: Biology 250

Office Hours: M 10am-12pm; T 11am-12:30pm in my office or on Teams, other hours by arrangement

Email: annie.wallin@colostate.edu

Phone: 970-491-4612, 801-520-4971 (cell), or Teams chat

Communication Policy: I strive to return text/Teams messages or calls same day and emails within 24 hours (Monday-Friday)

PSM Advisor: Jennie K. Willis, PHD

Office: Biology 252

Office Hours: [Use link to make appointments](#)

Phone: (970) 481-4252* (cell number, use Teams to text messages for quickest response)

Email: jennie.willis@colostate.edu

PREREQUISITES FOR COURSE

Second year PSM student

COURSE DESCRIPTION & OBJECTIVES

Throughout this course, students will:

- 1) Continue their project and/or finish deliverables and analyze data (if applicable)
- 2) Prepare a 3-minute presentation about their capstone project similar to the CSU GradShow or NPSMA format
- 3) Teach a 35-minute CE type exercise on a professional development topic with a resource fostering continuing education on the topic
- 4) Gain further ELO experience in their field working with an agency or other goal to be determined through IDR process and discussion with PSM Advisor
- 5) Create a job search plan
- 6) Create polished versions of resume and cover letter ready to implement for job applications
- 7) Practice interviewing and salary negotiation skills

TEXTBOOK / COURSE READINGS

- *Tiny Habits* by BJ Fogg
- Posted readings or materials in Canvas

PARTICIPATION/BEHAVIORAL EXPECTATIONS

Bring your best self and your most authentic energy to this class. Be respectful of others' perspectives and experiences. Preparing for the job searching process requires feedback and support.

Participation: Please read our course book as assigned and/or any materials provided by student presenters before coming to class. Post requested items and review others' submissions before coming to class. Thoughtful contributions that show you are prepared will count for participation.

COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

Attendance: Try to be on time so we can make the best use of our time together. Please communicate proactively if you are unable to come to class or if you are ill. Messaging through Teams works best for day of notifications.

Late Work: Late work will be accepted only in the event of a University-excused absence such as field-related conference attendance. Communicate with instructor ahead of time to discuss assignment deadlines or concerns about late work.

Class Makeup: The class is recorded through Echo360 and recordings are available through Canvas. If you miss a class due to illness or University-excused absence, you can watch the recording and submit a one-page, single-spaced reflection on the content presented in class along with any questions or concerns that arise from the content, which the instructor will review and respond to. **Makeups should be submitted within one week of the missed class unless otherwise arranged with the instructor.**

GRADING POLICY

Grade	Range
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

ASSIGNMENTS & COURSE OVERVIEW

ASSIGNMENTS	POINTS	APPROXIMATE GRADE PERCENTAGES
Engagement and participation 10 pts X 15 weeks	150	23%
Weekly(ish) assignments 10 pts X 15	150	23%
ELO Hours and Reflection Paper	150	23%
CE Presentation + Resource	100	15%
3-Minute Project Talk (Presented in NSCI 693 on 9/27 or 10/4)	50	8%
Personal/Professional Development Reflection Paper	50	8%
Total:	650	100 %

**Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.*

WEEK/MODULE AND DATE	TOPIC(S)	READINGS	ASSIGNMENTS
Module 1 Week 1 August 23	<ul style="list-style-type: none"> Project Check-in Conference Networking Tips Code of Conduct Syllabus & Course Overview including Introduction to 3-Minute Presentation & Sign-up for CE Presentation Housekeeping – see Canvas Module 1 		<ul style="list-style-type: none"> Post three job announcements to the Discussion board by Tuesday, 8/29, 11:59 pm Create a 3-minute presentation of your project to present in NSCI 693 seminar on 9/27 or 10/4 Create a 30-35-minute CE on topic of your choice to be presented sometime during the semester
Module 2 Week 2 August 30	<ul style="list-style-type: none"> How do you measure up? Job skills discussion and revisit Revisit & update your IDR 		<ul style="list-style-type: none"> Post your current resume to Discussion board in Canvas by Tuesday, 9/5, 11:59 pm Revisit and update IDR from Spring– handy to have done for meeting with Jennie; draft due on Canvas 9/19, 11:59 pm Set up a meeting with Jennie to go over your IDR, project, and resume by Tuesday, 9/19 - you only need to have a meeting set up by this date, meeting doesn't need to be complete by this date)

WEEK/MODULE AND DATE	TOPIC(s)	READINGS	ASSIGNMENTS
Module 3 Week 3 September 6	<ul style="list-style-type: none"> Writing a resume Writing a good cover letter 		<ul style="list-style-type: none"> Update your online presence; join or update LinkedIn, link to instructors and PSM program page - due Tuesday, 9/12, 11:59 pm 1-page reflection paper- What is your target job? Your plan A, plan B, plan C? What steps do you need to take? Due Wednesday, September 19, 11:59pm (also handy to have for meeting with Jennie)
Module 4 Week 4 September 13	<ul style="list-style-type: none"> "Business": housekeeping, development topic, and Tiny Habits discussion/debrief CE Presentations begin with #1 and 2 	Tiny Habits Introduction & Chapter 1	
Module 5 Week 5 September 20	<ul style="list-style-type: none"> CE Presentations #3, 4, and 5 		
Module 6 Week 6 September 27	<ul style="list-style-type: none"> Business CE Presentations #6 and 7 	Tiny Habits Chapters 2-4	<i>*3-Minute Presentations in Seminar Today*</i>
Module 7 Week 7 October 4	<ul style="list-style-type: none"> CE Presentations #8, 9, and 10 		<ul style="list-style-type: none"> Resume draft master version due Wednesday, 10/10, 11:59pm <i>*3-Minute Presentations in Seminar Today*</i>
Module 8 Week 8 October 11	<ul style="list-style-type: none"> Business CE Presentations #11 and 12 	Tiny Habits Chapter 5	<ul style="list-style-type: none"> Cover letter draft master version due Tuesday, 10/17, 11:59pm

WEEK/MODULE AND DATE	TOPIC(S)	READINGS	ASSIGNMENTS
Module 9 Week 9 October 18	<ul style="list-style-type: none"> CE Presentations #13, 14, and 15 		<ul style="list-style-type: none"> Current job search plan due Tuesday, 10/25, 11:59pm
Module 10 Week 10 October 25	<ul style="list-style-type: none"> Business CE Presentations #16 and 17 	Tiny Habits Chapter 6	<ul style="list-style-type: none"> Resume Final Draft Version A due Tuesday, 10/31, 11:59pm
Module 11 Week 11 November 1	<ul style="list-style-type: none"> CE Presentations #18, 19 and 20 		<ul style="list-style-type: none"> Resume Final Draft Version B due Tuesday, 11/7, 11:59pm
Module 12 Week 12 November 8	<ul style="list-style-type: none"> Business CE Presentations #21 and 22 	Tiny Habits Chapter 7	<ul style="list-style-type: none"> Set up a meeting with Jennie to discuss job search plan and resumes by Tuesday, 11/14, 11:59pm (due date for setting a meeting only)
Module 13 Week 13 November 15	<ul style="list-style-type: none"> CE Presentation #23 <p>*Truncated class due to GradShow*</p>		<ul style="list-style-type: none"> Cover letter Final Draft version A due Tuesday, 11/28, 11:59pm
FALL BREAK	NO CLASS		
Module 14 Week 14 November 29	<ul style="list-style-type: none"> CE Presentations #24 and 25 Interviewing practice and salary negotiation 		<ul style="list-style-type: none"> Cover letter Final Draft version 2 due Tuesday, 12/5, 11:59pm
Module 15 Week 15 December 6	<ul style="list-style-type: none"> Wrap-Up and Look Ahead to Spring CE Presentations #26 and 27 	Tiny Habits Chapter 8 + Epilogue	<ul style="list-style-type: none"> Reflection paper- the toughest interview questions and your new answers; due Wednesday, 12/13, 11:59pm
Finals Week Week 16	NO CLASS		<ul style="list-style-type: none"> Personal and Professional Development Paper Due Friday, 12/15 ELO and Reflection Paper DUE by 12/13

**Schedule subject to change – updates will be made to Canvas accordingly*

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the site where course content, grades, and communication will reside for this course.

- [Login for Canvas](#)
- [Canvas Support](#)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276
 - help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct and Student Conduct Code](#) policies as found in the General Catalog.

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

These principles, along with our program Code of Conduct, create the core of our program in which we strive to foster belonging and support student growth and development in a professional setting through vulnerability, authenticity, bravery, accountability, and trust.

DIVERSITY, EQUITY, AND INCLUSION

The [Mission, Vision, and Focus](#) webpage of the Office for Inclusive Evidence includes a comprehensive statement of CSU's commitment to diversity, equity, and inclusion. We support and commit to these initiatives as a program.

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate

documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.