

Internships in Science Communication

11:374:483, 3 Credits

Fall and Spring semesters

Time TBD

Meeting location TBD

CONTACT INFORMATION:

Instructor: Mary L. Nucci

Office Location: Cook Office Building 214

Office Hours: By appointment

Phone: 848 932-9242 (office)

Email: mnucci@sebs.rutgers.edu

COURSE MATERIALS:

There is no textbook for this course. All materials are provided through the course site.

COURSE DESCRIPTION:

Minimum of 125 hours contact time with the internship project (some projects may require somewhat more than 125 hours). This course may be used toward fulfilling the Experience-Based Education requirement for SEBS students. Internship opportunities will be provided to students by the course instructor. Students will participate in one class period at the beginning of the semester for orientation, and one (or two to accommodate a larger class) at the end of the semester to present their internship results.

All students will undertake internships in science communication with internship mentors from Rutgers University, sponsoring organizations and agencies. Students must expect to work a minimum of 125 hours in the internship, plus maintain a journal and present project conclusions to the class. Internship opportunities will be identified for student consideration and applications, but each student is responsible for receiving approval from both the internship sponsor and Dr. Nucci prior to or during the first week of class, resulting in a signed internship contract.

COURSE LEARNING OBJECTIVES:

Internships will provide opportunities for real-world engagement with science communication, involving a range of activities that may include research, writing, visualization or other substantive activities. Internships are professional development experiences (i.e., they are not opportunities for sponsoring organizations to acquire inexpensive office help).

DEPARTMENTAL LEARNING OBJECTIVES:

Goal 2: Students will acquire the skills to use appropriate conceptual and methodological tools to structure inquiries about human-environment interactions

- 2.6. Identify appropriate governance tools to manage human-environment impacts and be capable of engaging with regulatory, legislative and other democratic processes.
- 2.7. Apply this understanding to identify policies and plans that address the problem.
- 2.8. Identify different decision-making processes and criteria for selecting from among alternatives.
- 2.9. Evaluate the alternatives' environmental and differentiated social consequences.
- 2.10. Identify relevant audiences, determine communication goals and communicate the results in oral and/or written form in a manner effective for each targeted audience.
- 2.11. Work effectively in team settings.

SEBS EBE LEARNING OBJECTIVES:

- The development of problem solving skills

ASSIGNMENTS/RESPONSIBILITIES & ASSESSMENT:

The internship is the primary focus of the class. Each student will keep a log of work performed and results achieved, and develop a short presentation to be given at the end of the semester. Students and internship sponsors will assess the results of the internship.

Student Wellness Services

School and life can get stressful, and Rutgers has many ways to get help. We can offer a Safer Space and help you connect to these resources, but as instructors we have a mandatory duty to report some issues and concerns to the appropriate offices at the University. We can offer you privacy and discretion, but not confidentiality.

There are resources for students with long-term problems through the Office of Student Support (<https://studentsupport.rutgers.edu/>). This office, part of the Dean of Students office, services students who have ongoing personal or medical issues and anticipate extended absences or missing multiple assignments. Please contact this office if you have issues that make you miss many classes and/or assignments.

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU

community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu.

Academic Integrity

Plagiarism and other types of dishonesty is a major offense at Rutgers University. This includes copying of images and texts without giving full credit, paraphrasing inappropriately, cheating, using AI-derived tools to write text for you, and many other actions. We will be using Turnitin for checking submitted texts, and we will report any instances of academic misconduct to the Office of Student Conduct.

You are responsible for understanding the academic integrity policy and following its principles. Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. The complete academic integrity policy can be found here:

<https://academicintegrity.rutgers.edu/>.

Disability Services

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>

Diversity and Inclusion

It is our intention that students of all backgrounds and abilities will be well served by this course. We will work to create an environment of inclusion that respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. We are lucky to have a diverse university. Diverse voices and life experiences enhance the learning process and we welcome students to share their personal experiences. We will not tolerate disrespectful language or behavior against any individual or group.

If you feel as though you have been disrespected or treated unfairly by the instructors or any other individual please let us know. You may speak with the instructors in person, over email or report anonymously using the feedback note box. You may also report bias to Rutgers Diversity and Inclusion initiative using this link: <http://inclusion.rutgers.edu/report-bias-incident/>

Land Acknowledgement

We acknowledge that we will be conducting class on the traditional homelands of the Lenape people. “To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long-standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.” (Sourced from <http://www.lspirg.org/knowtheland/>)