Application of Knowledge in Plant Sciences
Syllabus PLSC 460 – 2015
Tuesday 12:30 – 3:15
Room PLS 1115

Course Goals: This course is a capstone course that is required of all students in the Agricultural Science and Technology program as well as those in the Plant Science program. The course is designed to help you learn to think critically and apply your knowledge and experiences to address practical issues in the plant sciences while working as a part of a team to complete a goal oriented project. You will work on group projects in such areas as, but not limited to, agricultural policy, crop production research, landscape management, plant pathology research or plant physiology research and development.
In addition to team projects, you will be given the opportunity to develop your career search and resume building skills through a series of workshops presented by the University of Maryland Career Center & President’s Promise. Through these workshops you will develop a resume and have it critiqued by professionals working at the career center, and take part in an online interview sessions that you can use to evaluate your interview skills.

Instructor: Dr. Bill Phillips
2131 Plant Sciences Building
Dept. Plant Science and Landscape Architecture
University of Maryland
2121 Plant Sciences Building
College Park MD, 20742
Email: billii@umd.edu
Phone: (301) 405-1061

Appointments: My normal office hours are approximately 8:30 to 4:30 daily. You may make appointments anytime during those times by mutual arrangement. You are also welcome to drop by my office anytime. However, because most of my research is in the greenhouse or off campus, you may prefer to make an appointment to assure that I am available. I can best be reached by email.

Required Textbook: No Textbook Required

Assignments and Grades:
- 15% - By March 29th you are required to develop and submit a resume to the University Career Center for a review.
- 15% - By March 29th you are required to answer interview questions using the University Career Center Interview Stream. At the completion of the assignment you will send the results to the instructor.
- 20% - Midterm project presentation
- 30% - Formal group participation and presentation (May 3 & 10).
- 20% - Written project report.
Grading:

- A+ = >97
- A  = 93-96
- A-  = 90-92
- B+  = 87-89
- B  = 83-86
- B-  = 80-82
- C+  = 77-79
- C  = 73-76
- C-  = 70-72
- D+  = 67-69
- D  = 63-66
- D-  = 60-62
- F  = <60
- I  = Incomplete

Student Responsibilities:
- Each student is required to actively participate in all phases of this class.
- Every student is expected to participate in all aspects of the project.
- Everyone must attend the two presentation classes. Those who have an unexcused absence on the day of the presentation will lose half of the group presentation grade. Only documentation that is officially recognized by the university will be accepted as an excuse for an absence (see below).
- Presentations will be given in class on May 3rd or 10th.
- Presentations will be given as a group.
- All group members must participate in the presentation.
- Presentations must be a minimum of 20 minutes in length.
- Final written group reports will be submitted on the date of the presentation.
- On February 16th, each student will rank the projects based on their 1st, 2nd, 3rd or 4th choice. Students will be notified of their group the following week.
- Students are responsible for working with other group members in the design, implementation, and timely conclusion of the group projects as well as the presentation and group report.

Dates and topics:

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<tr>
<th>Date</th>
<th>Description</th>
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<tr>
<td>Jan. 26</td>
<td><strong>Introduction to the class</strong></td>
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<td>- Discuss course and expectations</td>
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<td>- Discuss projects</td>
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**Dr. Gary Coleman - Project Presentation**

- Focus on the selection of tissue culture media for growth of hosta
- Establish a basis for which commercial growers can produce or obtain novel varieties of hosta

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<th>Feb. 2</th>
<th><strong>University Career Center &amp; The President’s Promise - 3100 Hornbake Library, South Wing</strong></th>
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<td></td>
<td><strong>Introduction to Resources, Programs &amp; Services</strong></td>
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<td>Stephanie Ryan, Program Director - Career Foundations</td>
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<td>Peer Career Educator</td>
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<td>- Basics of organizing a job search</td>
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- Self-assessment resources
- Completing a profile in Careers4Terps
- Searching for jobs in Careers4Terps

Required class assignment: Complete profile in Careers4Terps

Dr. Lea Johnson - Project Presentation
- Focus on evaluating whitetail deer and their interaction with native flora in state and county parks
- Add to the 20 year research project database

Feb. 9  Plant Sciences Building, Room 1115
Writing Quality Resumes and Cover Letters
Stephanie Ryan, Program Director - Career Foundations
Peer Career Educator
- Components of a quality resume
- Writing experiential descriptions
- Highlighting skills
- Formatting considerations
- Required class assignment: Have resume reviewed by Peer Career Educator in University Career Center & The President’s Promise

Applying for Federal Employment
Dr. John Payne, USDA APHIS Liaison to UMCP

Dr. Bill Phillips – Project Presentation
- Focus on the viability of seed collected in native habitats
- Develop a quality index for the seed collection

Feb. 16  Plant Sciences Building, Room 1115
Interviewing Skills
Kelley Bishop, Director
- Dynamics of an interview
- Behavior-based questions
- Simulation
- Preparing for interviews
Required class assignment: Complete a mock interview using InterviewStream

Dr. Bob Kratochvil – Project Presentation
- Focus on the current state of the Phosphorus Management Tool
- Work to establish a “White Paper” focused on current legislation

Feb. 23  Plant Sciences Building, Room 1115
Networking with LinkedIn
Linda LeNoir, Assistant Director- Alumni Connections/Special Projects
- Building a professional profile
- Using LinkedIn tools
- Conducting informational interviews
- Networking do’s and don’ts

**Project Selection**
- Students will select one of the faculty mentored projects
- Students will rank the projects based on interest
- Students will be notified by email of their respective groups
- Faculty mentors will notify students of where and when they will meet for this initial visit

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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>March 1</td>
<td><strong>Group Project Initiated</strong></td>
<td>- Initial “site” visit with faculty mentor</td>
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<td>- Faculty will discuss the project and expectations</td>
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<td>- Students, along with faculty mentors, will determine when and where work will take place</td>
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<td>- Faculty mentors will discuss timing and</td>
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<td>- Every student is expected to participate in all aspects of the project.</td>
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<td>March 8</td>
<td><strong>Group Project Time</strong></td>
<td>- Students will work in their respective groups on their projects</td>
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<td>March 15</td>
<td>Spring Break</td>
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<td>March 22</td>
<td><strong>Group Project Time</strong></td>
<td>- Students will work in their respective groups</td>
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<td>March 29</td>
<td><em>Plant Sciences Building, Room 1115</em></td>
<td>- Each group will present the details to date of the project on which they are focused</td>
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<td>- The class will provide in writing critical feedback about the presentation as well as the project focus and direction</td>
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<td>- Faculty mentors and course instructor will provide critical feedback on the group presentations using the rubric that will be passed out to the students prior to their presentation date</td>
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<td>- Grades will be assessed based on the same rubric</td>
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<td>April 5 - 26</td>
<td><strong>Group Project Time</strong></td>
<td>- Students will work in their respective groups</td>
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<td>- Faculty mentors will provide weekly guidance</td>
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<td>May 3 &amp; 10</td>
<td><strong>Group Presentations and submission of final project report.</strong></td>
<td>- Everyone must attend the two presentation classes</td>
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<td>- Each group must turn in their project report by the end of the class in which they present</td>
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Honor Code: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Disability Support Services: The University of Maryland is committed to making reasonable accommodations to individuals with disabilities that have been documented by Disability Support Services (0126 Shoemaker Hall). Any student seeking accommodations must register with Disability Support Services. If you wish to discuss academic accommodations for this class, please contact the professor as soon as possible.

Course Evaluations: Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. (www.courseevalum.umd.edu)

Exam and Assignment Policy: Make-up exams and assignments will follow the university policy. “It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities; and compelling circumstance beyond the students control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.”

“Students who miss a Major Scheduled Grading Event due to illness or who have a prolonged absence due to illness (multiple consecutive absences due to the same illness) shall be required to provide his or her instructor with written documentation of the illness from the University Health Center or from his or her own health care provider. The University Health Center or health care provider shall verify dates of treatment and indicate the dates the student was unable to meet academic responsibilities.”