

## **HORT 590: Horticulture Internship Information Packet for the Student**

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## Check-list for the Intern:

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1. Read through the entire internship packet prior to pursuing your internship. This will allow you to familiarize yourself with the specific requirements and prepare you for your meeting with your academic advisor.
  - a. *Realize that 10% of your HORT 590 grade results from a combination of the following:*
    - i. *Attending the preparatory meeting in April prior to your summer internship experience; completing the requirements of the goal and agreement form; and providing a copy of your employer evaluation form with your written report.*
2. Attend the required preparatory meeting in early to mid-April—this meeting is designed to discuss the requirement while addressing any questions you may have about your HORT 590 experience. Failure to attend this meeting will result in point deductions from your final grade.
3. **Prior to your internship experience**—complete the student internship agreement form. Notice this form requires that you list at least three goals/objectives that you hope to accomplish during this experience. For example, operating a particular piece of equipment; troubleshooting irrigation systems; or building a bunker, handling chemicals, or interacting with clients.
  - Prior to your internship experience, submit your completed internship agreement form via email pdf attachment to your academic advisor. This must be completed before finals week in May.
  - Once you have submitted the internship agreement form, schedule an appointment with your advisor in order to review this form and discuss your internship goals.
  - Please come prepared for a productive visit with your advisor. During this meeting your academic advisor will answer any questions you may have regarding your internship experience; discuss the requirements of the internship and your specific internship goals.
  - After your advisor visit, send a copy of your agreement form to your internship supervisor accompanied by a well-written explanatory email or letter.
4. During your internship, maintain a journal, this will help you recall specifics for both your written report and as you develop your oral presentation. Be sure to take plenty of photos! Sourcing photos from the internet is not acceptable, points will be deducted for doing so. The point deduction will be at the discretion of your academic advisor.
5. *Within the first two weeks of September, IF YOU HAVE ENROLLED FOR HORT 590, you will receive notification regarding the date you have been scheduled for your oral report. **The schedule will be sent via email so be alert for this message.** Please take note of your assigned date. All oral presentations will be given on Mondays from 4:30-5:20 pm. Your room assignment will be included on the schedule. *If you work or have a class, be sure you alert your employer or instructor early on that you will need this time off or away from class. Your academic advisor will supply a formal excuse letter, should you need one.**
6. *On the day of your oral presentation, you **must** give Kelley Blankley (TH 1028) a copy of your oral presentation saved on a USB flash drive **by noon.***

7. Your written report is **due on the first Monday of October** by uploading your pdf file to K-State online Canvas HORT 590 Course Website. Check with your academic advisor if you cannot find the KSOL upload. Details will be posted on TWIP the first weeks of the Fall semester. **10% will be deducted for each day late.**

## **HORT 590: Horticulture Internship (2-5 credits)**

### **What is an Internship?**

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The opportunity to gain structured, supervised horticultural experience working for an approved horticultural organization. The internship experience should have the level of responsibility that will allow the student the opportunities to develop new horticultural skills, knowledge and training that facilitate learning. At the same time, the internship should serve to heighten awareness of diversity by exposing the student to different lifestyles, traditions, and perspectives that are found throughout the country and the world.

### **Internship Objectives:**

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The student should enter the internship with specific learning objectives and goals in mind. Typically, after the completion of an internship, students are more excited and engaged in their coursework. The internship experience should reinforce the importance of a solid educational foundation. Characteristically, an internship helps students to *focus* on their education and career goals.

Therefore, the internship experience has these specific student-learning objectives:

1. Provide the student with practical on-the-job experiences in the appropriate organization that will help the student achieve their particular goals.
2. To help confirm and/or expand educational and career goals.
3. To serve as a link between classroom theory and professional practices.
4. Provide job contacts, personal references and other forms of assistance in preparation for full- time employment.
5. To provide an opportunity for student to broaden their cultural landscape by working with people of different ages, cultures, traditions, and perspectives.

## **Guidelines for Succeeding in Your Internship:**

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1. Keep a personal journal during your internship. The journal will help reinforce your experiences while serving as a reference when writing your internship report and preparing for your oral presentation.
2. **Prior to you internship**, record the specific internship learning goals in your journal and on the internship agreement form. Share these goals with your advisor and employer/supervisor. It is your responsibility to be sure each of your goals and expectations are clearly communicated and verify if they are reasonable with both your advisor and employer. Clarify the number of hours you will be expected to work per day/week; how frequently you will meet with a supervisor; and who you should contact if they are unavailable for assistance. Filling out the internship agreement form with goals captures these important points.
3. Learn about the organization's mission statement or philosophy by doing so, you will become familiar with the company's leadership style and ultimate goals.
4. As an intern, you are expected to respect the individuality and confidentiality of the company, in other words, do not gossip or talk badly about the company's methodologies or policies.
5. Be honest, diplomatic, and communicate clearly. If you run into a problem, consult your supervisor, *in private*, use this as an opportunity to develop your interpersonal skills; recognize when to speak and when to listen. If real problems or issues develop, contact your academic advisor.
6. You will be considered a staff member, so dress appropriately. If the company does not supply some type of standard work-clothes, dress conservatively. Make sure your clothing is clean when you arrive at work each day, this includes your hat/cap.
7. Be dependable and reliable. Arrive to work on time and do not request extra time off unless there is genuine need. For example, if you know of a particular date and time prior to the internship that you would like off, share this with the employer/supervisor so it does not come as a surprise.
8. Stay on task, if you finish a project, ask for more work. Ask your supervisor for help as needed; they expect questions. Display a positive attitude about your internship activities.
9. Avoid job-site gossip. This is a good opportunity to develop skills within you to discourage personal judgment of other people. *Never* let your words or actions put you, your academic advisor, professors, or the Department of Horticulture in a negative light.
10. Strive to improve and broaden your cultural landscape by learning about the people you work with daily. Remember, diversity is not always about race or gender. In your journal, record your thoughts about any new or different experiences, for example, eating new foods, working with a different age group, learning about other peoples' traditions or even their hobbies.
11. **Ask your supervisor for an exit interview.** Discuss whether your goals were accomplished. Talk about the projects that were valuable to you and what skills you gained. Be sure to ask for advice or suggestions regarding your future job performance. This is also the opportunity for your immediate supervisor to offer constructive critique and suggestions to further both your personal and professional skills.

12. Be sure to ask for permission to include appropriate materials/items/photos in your final written and/or oral reports. If appropriate, invite them to campus to hear your presentation.
13. Upon completion of your internship, it is expected that you will write a thank-you note to your employer/supervisor within 10 days of completing your internship. Thank them for the time and attention given to you. Consider including a special thanks for such things as treating you to lunch or inviting you to their home or other occasions. Thank you notes make a lasting impression!

## Guidelines for the Internship Written Report

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- The written report is **due the first Monday in October** by uploading your pdf file to K-State Online—details will be posted to TWIP the first weeks of the Fall semester.
- **10% will be deducted from your grade for each day late.** The written report represents 45% of your HORT 590 grade.
- Your written report should be a full presentation of what you learned and experienced.
- A good report is typically 15-20 pages, double-spaced, and the pages numbered. If you use a reference, you must correctly site the source.
- Examples of written internship reports will be presented during the required April meeting

### **The written report should include:**

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1. A title page with your name, the name of the company/organization, dates of the internship, and your academic advisor's name.
2. A table of contents.
3. Introduction: this section should be a brief overview of the report.
  - Use your internship goals to describe what you had anticipated learning—use these goals as a starting point for your written report.
4. A concise description of the organization and your responsibilities:
  - This section should provide specific information about the operation of the company, including a brief history, the organization's mission statement, philosophy and/or objectives.
  - Describe your work activities and perhaps some specific projects.
5. Analysis of the Experience: This is the *heart* of the report and should be given significant thought and expression.
  - Include specific examples and stories of some of the activities you experienced or learned.
  - Embed high-quality photos to explain or emphasize particular points, and to illustrate special projects with which you were involved.
  - Give specific examples of what you learned. Include not only physical skills (such as operating equipment) but also any organizational and interpersonal skills you may have developed or become aware of while dealing or interacting with co-workers, staff, clients, and your supervisor/foreman. Discuss any other matters, such as gender or age discrimination, that you experienced or witnessed?
  - Evaluate and discuss the management style of your supervisor(s). Was it effective? Why or why not?
  - Discuss the organization's philosophy of plant care (turf, ornamentals, etc.). Did you observe any unique practices or incorrect practices from what you learned in the classroom?
  - A critical component of your internship experience is the opportunity to broaden your cultural landscape. Describe how your internship served or did not serve to expose you to multicultural experiences, the opportunity to interact with different ages, traditions, or gender.
  - Briefly describe the most valuable part of your internship experience.

- Briefly discuss the least helpful/valuable part of your experience.
  - Did you discover some personal qualities you should strive to improve as a result of this experience?
  - Describe some of the horticultural skills/knowledge you still need to develop or improve that you discovered as a result of your internship experience.
6. Discuss specific concepts learned in class that applied (or did not apply) to your experiences.
  7. Discuss the reality of the experience and how it differed from your expectations.
  8. Reflect upon how your internship experience may have confirmed or modified your career decisions.
    - Did the internship strengthen or help develop your career goals or did it convince you that this career path is not what you want to pursue upon graduation?
    - Did the internship highlight any additional academic preparation, skills, abilities, or specific certifications you should acquire either before or after you are employed full time?
    - What are the major frustrations or difficulties with a career in this area?
    - Did the internship help you identify professional organizations that you should consider membership in now and/or after you are employed?
    - Did you achieve your internship goals? Discuss why or why not?
    - Was the internship different from what you initially expected? Explain.
    - Discuss any other unusual or interesting situations that may have occurred during your internship.
  9. Conclusion: summarize your report and internship.
    - What conclusions can you draw about the effectiveness of this experience?
    - Would you recommend this internship to other students? Briefly explain.

### **HORT 590: Final Grade Breakdown**

45%      Written report (refer to the grading rubric)

45%      Oral presentation (refer to the grading rubric)

10%:    **Attending the preparatory meeting in early April; completing the pre-internship goal and agreement form, the employer evaluation form completed and a copy given to your academic advisor along with your written report.**



## **Guidelines for the Oral Presentation: We are looking forward to hearing about your internship experience!**

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- A schedule of oral presentations will be sent to you via email, sometime within the first two weeks of September, so long as you are registered for HORT 590. Be sure you are aware that you could be scheduled on a Monday in mid-October through the week prior to Thanksgiving break.
- It is assumed you will present a PowerPoint presentation; we provide the computer and projector.
- **Before noon on the day** of your scheduled oral presentation, you **must** leave your USB flash drive with Kelley Blankley in 1028 Throckmorton. Your flash drive will be returned to you at your presentation.

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| <ul style="list-style-type: none"><li>• You must be present in your assigned presentation room by 4:20pm prior to the 4:30pm class start-time to handle any last-minute glitches.</li><li>• Plan to stay for <b>all</b> other presentations during your session.</li></ul> |
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## **Tips for Your Oral Presentation:**

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- The following will be factored into your oral presentation grade.

Length of presentation: Total time--15 minutes: Craft and **practice** your 12 minute presentation, saving 3-minutes for a question/answer period. The lead instructor will *stand up* when you are nearing the 12-minute allotted report time.

### Presentation content:

- Do not attempt to cover *everything* from your experience. Focus on the highlights.
- You should mention how your coursework related to your internship.
- Did you accomplish your initial internship goals?
- Address topics that would likely be of interest to your audience, such as: how you found your internship; a few key learning experiences; a fun project; where you lived; challenging situations; and any other additional comments that would make your presentation interesting or helpful to the pre-internship students.

### Presentation style:

- Although the atmosphere is relatively informal, you are expected to give a sharp presentation!
- Dress in a professional manner.

### Suggestions:

- Practice your presentation several times.
- A typical mistake student's make in their presentations is to look at the screen and not the audience. With practice, you will become comfortable with your report content. Of course, an occasional look at the screen is acceptable; just practice doing this in such a way so that you are not reading directly from the screen as this causes you to turn your back on the audience.
- Visit with your academic advisor for further assistance or tips.

Assessment: Use the oral presentation grading rubric to help you prepare your presentation. This will not only clarify how you will be assessed, it will help you make a great presentation.

## HORT 590: ORAL PRESENTATION GRADING RUBRIC (35%)

Student Name: \_\_\_\_\_

Criteria	Exemplary - 4	Proficient - 3	Marginal - 2	Unacceptable - 1
<b>Organization</b> (Weight 20%)	Presenter follows logical sequence and provides explanations/elaboration. Content matches audience interests and level of understanding	Presenter follows logical sequence, but fails to elaborate. Content matches audience interests and level of understanding	Presenter jumps around from topic to topic in the presentation. Content is somewhat 'over-the-heads' or too simple for the audience.	There is no logical sequence of information. Content does not match audience interests or level of understanding
<b>Professionalism of Delivery</b> (Total Weight 60%)				
<b>Delivery</b> (Weight 40%)	Delivery is enthusiastic and dynamic. Presenter speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely. Presenter does not use mental pause fillers like "um" or "like." Presenter has no distracting habits, like jingling keys. Pace is comfortable. Presentation is appropriate length	Delivery is generally enthusiastic. Presenter speaks clearly and loud enough to be heard by most in audience, makes relatively few grammatical errors, and pronounces most terms correctly. Presenter rarely uses mental pause fillers and may rarely practice a distracting habit. Pace may be too slow or fast. Presentation may be slightly longer or shorter than the allocated time.	Delivery is somewhat unenthusiastic. Presenter speaks more clearly but still too low to be heard by all in audience, makes significant grammatical errors, and mispronounces some terms. Presenter occasionally uses mental pause fillers and frequently practices a distracting habit. Pace is too slow or fast. Presentation may be longer or shorter than the allocated time.	Delivery is monotone or unenthusiastic. Presenter mumbles, mispronounces terms, makes serious and persistent grammatical errors, and speaks too quietly to be heard by those in the back of the room. Presenter frequently uses mental pause fillers and frequently practices a distracting habit. Pace is too slow or fast. Presentation is substantially longer or shorter than the allocated time.
<b>Eye Contact</b> (Weight 10%)	Presenter seldom returns to notes or screen, maintaining eye contact with audience throughout the presentation.	Presenter maintains eye contact with audience most of the time, but frequently returns to notes or screen.	Presenter reads most of report from notes or computer screen, but occasionally makes eye contact with audience.	Presenter reads entire report, making almost no eye contact with audience.
<b>Personal Appearance</b> (Weight 10%)	Personal appearance is completely appropriate for the occasion and the audience; casual business attire is expected for HORT 590. A hat is not worn.	For the most part, personal appearance is appropriate for the occasion and the audience	For the most part, personal appearance is appropriate for the occasion and the audience. For HORT 590, denim or shorts is worn.	Appearance is inappropriate for the occasion and audience. A hat is worn.

<b>Use and Quality of Visual Aids</b> (Weight 10%)	Visual aids compliment the presentation. Font is readable, color scheme and slide layout is appealing, the slide text contains no typographical errors, and images are clear.	Visual aids compliment the presentation. Font, color scheme, and slide layout are generally appealing, though there are a couple typos and images are not always clear or are too crowded.	Visual aids sometimes distract from the presentation. Font is too small or not readable, too much text is on a slide, slide text contains a couple typos, and images are not always clear.	Visual aids distract from the presentation. Font is too small or not readable, color scheme is unappealing, slide text contains typos, and/or images are unclear.
<b>Responding to Questions</b> (Weight 10%)	Presenter provides clear and concise answers to every question, which may include response of 'I'm not sure.' Presenter does not interrupt during questioning, and begins each reply by repeating the question.	Presenter answers most questions clearly and concisely while some responses do not directly answer the question, does not interrupt during questioning, and/or begins most replies by repeating the question.	Presenter does not directly answer most questions, interrupts during questioning, and/or begins few or no replies by repeating the question.	Presenter is not able to answer questions, interrupts during questioning, and/or does not begin replies by repeating the question.

Note: The oral report comprises 35% of the HORT 590 grade—deductions will be made for late turn in of your reports)

Scoring:

Organization: \_\_\_\_\_ x .20 = \_\_\_\_\_

Delivery: \_\_\_\_\_ x .40 = \_\_\_\_\_

Eye Contact: \_\_\_\_\_ x .10= \_\_\_\_\_

Personal Appearance: \_\_\_\_\_ x. 10= \_\_\_\_\_

Visual Aids: \_\_\_\_\_ x. 10= \_\_\_\_\_

Responding to Questions: \_\_\_\_\_ x. 10 = \_\_\_\_\_

Sum\*: \_\_\_\_\_

\*Divide "Sum" by 4, and multiply result by 35 to get oral presentation grade: \_\_\_\_\_

## HORT 590: WRITTEN REPORT GRADING RUBRIC

Student Name: \_\_\_\_\_

CATEGORY	4 - Exemplary	3 - Proficient	2 - Marginal	1 - Unacceptable
<b>Structure (15%)</b>	Report has clear and appropriate introduction, development and conclusion. Organization is logical and displays clear progression. Paragraphing and transitions are clear and appropriate.	Report has adequate introduction, development and conclusion. Organization is logical and displays adequate progression. Paragraphing and transitions are adequate.	Report has weak introduction, development and conclusion. Organization is not always logical and progression is frequently unclear. Paragraphing and transitions are deficient for college-level work.	Organizational structure, paragraphing and transitions are missing or have serious and persistent errors.
<b>Content (35%)</b>	All suggested content from the outline is covered thoroughly. Specific incidents/examples are frequently included to illustrate points. High quality, relevant photos are frequently embedded in the report in appropriate places. All details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Most suggested content from the outline is covered fairly thoroughly. More than a few specific incidents/examples are included to illustrate points. High quality, relevant photos are often embedded in the report in appropriate places. Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	More than a few suggested items from the outline are not addressed. Only one or two specific incidents/examples are included to illustrate points. Only a few high quality, relevant photos are embedded in the report in appropriate places OR photos are poor quality even if there are many. Some details are not in a logical or expected order, and this distracts the reader.	Much of the suggested content from the outline is not covered thoroughly. No specific incidents/examples are included to illustrate points. Photos are not included, or are poor quality, and are not embedded in the report in appropriate places. Many details are not in a logical or expected order. There is little sense that the writing is organized.

<b>Reflection (35%)</b>	The writing thoroughly explores the experience through personal and general reflection. Reflections are mature, logical and supported by detailed information. Perspectives of supervisors and other co-workers are thoughtfully considered.	Some evidence of personal and general reflection is shown. Reflections are usually mature, logical and usually supported by detailed information. Perspectives of supervisors and other co-workers are considered.	Evidence of personal and general reflection is present, but scarce. Reflections are poorly supported by examples. Perspectives of supervisors and other co-workers are not considered.	No evidence of personal and general reflection is shown. Perspectives of supervisors and other co-workers are not considered.
<b>Mechanics (15%)</b>	Writer makes very few to no errors in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The paper is exceptionally easy to read.	Report is relatively free of errors (e.g., <10 errors in a 15 page report) in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The paper is easy to read.	Report has significant errors (e.g., one or more per page) in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The errors are distracting and make the paper difficult to read.	Report has serious and persistent errors in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The paper is very difficult to read.

(Note: The written report comprises 45% of the HORT 590 grade, **if you turn in your report late, 10% per day late will be deducted from your final grade**)

Scoring:

Structure:	_____	x .15 =	_____
Content:	_____	x .35 =	_____
Reflection:	_____	x .35 =	_____
Mechanics:	_____	x .15 =	_____
		Sum*:	_____

\*Divide "Sum" by 4, and multiply result by 45 to get written report grade: \_\_\_\_\_

**Deduction for late report:** \_\_\_\_\_ days late x 4.5 pts/day (10%) = - \_\_\_\_\_ points