



## HOS 4918 – Capstone Planning in Horticultural Sciences

1 CREDIT

### **MEETING TIMES AND LOCATION**

Wednesday 8<sup>th</sup> period 3:00 PM – 3:50 PM  
Fifield Hall room 2316

### **INSTRUCTOR**

Gerardo Nunez, Ph.D. g.nunez@ufl.edu  
1113 Fifield Hall  
(352) 273 - 4765  
Office hours: Monday 2:00 PM to 3:00PM

### **PRE-REQUISITES**

HOS 4933 – Professional Development in Horticulture

### **COURSE DESCRIPTION**

This course focuses on planning service learning, scientific research, cooperative extension, or industry liaison projects for students' Horticultural Science capstone. Additionally, this course aims to foster reflection of the students' academic and professional development in the major.

### **LEARNING OBJECTIVES**

Upon successful completion of this course, students will be able to:

- Identify a capstone mentor in the university, local, or global horticulture community
- Develop a capstone plan that leverages individual skills and interests
- Create a milestone schedule for their capstone project
- Explain in general terms how service learning, academic research, cooperative extension, and industry R&D operate in horticulture
- Assess their individual interpersonal and technical skills

### **COURSE MATERIALS**

#### **Textbook**

The following book is required for the course in digital, print, or audiobook format. Links to additional learning materials will be provided through canvas.

- The Omnivore’s Dilemma – Michael Pollan

(ISBN-10: 0143038583)

**COURSE GRADE**

**1. Book discussion 10 points**

We will use select chapters of *The Omnivore’s Dilemma* as discussion prompts. Discussions will start in canvas with a 200-word position statement (5 points). We will follow with an in-class conversation (5 points) where we discuss the economic, social, and environmental dimensions of horticulture, and how each individual horticulturist can find his/her calling within the industry. Discussions will be graded using the following rubric.

- Discussion grading rubric, [link](#)

**2. Personal reflection 20 points**

Students will identify three job, internship, or assistantship announcements that interest them. Then, they will create a word cloud using only text from the preferred qualifications for those positions (5 points). Additionally, students will examine courses completed to date and elements in their e-portfolio. This word cloud and examination will serve as starting points to write a 1000-word personal reflection essay. In this essay (15 points), students will outline the knowledge and skills they have acquired to date and identify knowledge and skills that they wish to acquire by the time they finish their program of study.

**3. Capstone Plan 60 points**

This assessment will have multiple deliverables. First, students will identify a domain for their Horticultural Sciences Capstone (for example: service learning, scientific research, cooperative extension, or industry liaison) and write a 200-word statement of personal motivation. Then, students will update the resume they developed in HOS 4933 to reflect their domain of interest. Following, students will identify a capstone mentor in the university, local, or global horticulture community. The instructor, the David & Wanda Brown Center for Leadership and Service, and the Center for Undergraduate Research will serve as liaisons to identify a capstone mentor. This process will likely entail a phone or personal interview between the student and the prospective mentor. Finally, students will develop a capstone plan where they outline the scope, goals, and milestones for a Horticultural Sciences capstone project to be carried out before graduation. A draft plan will be due by week 12 of the semester, and a final plan will be due on week 15. This is how each deliverable will contribute to the final grade:

Deliverable	Due date	Points
Statement of personal motivation	Week 6	10
Updated resume	Week 7	10
Capstone mentor identification	Week 10	10
Draft capstone plan	Week 12	10
Final capstone plan	Week 15	20

## GRADING SCALE

S =  $\geq 70\%$

U =  $< 70\%$

Additional information on current UF grading policies for assigning grade points can be found here:

- *Grading policy*, <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

## COURSE POLICIES

### Attendance and Make-up Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

- *UF Attendance policy*, <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

- For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

### Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken when appropriate.

### Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

- *Disability Resource Center*, 0001 Reid Hall, (352) 392-8565, [www.disability.ufl.edu](http://www.disability.ufl.edu)

### Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *Counseling and Wellness Center*, 3190 Radio Road, 392-1575, [www.counseling.ufl.edu](http://www.counseling.ufl.edu)
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Wellness Coaching
- *U Matter We Care*, [www.umatter.ufl.edu](http://www.umatter.ufl.edu)
- *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161.
- *University Police Department*, 392-1111 (or 9-1-1 for emergencies), [www.police.ufl.edu](http://www.police.ufl.edu)

Additionally, if you would like orientation on choosing a major, finding an internship, or planning your career, I encourage you to use the university's on-campus resources.

- *Career Resource Center*, CR-100 Reitz Union, 392-1601, [www.career.ufl.edu](http://www.career.ufl.edu)

### Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at:

- [www.gatorevals.ua.ufl.edu/students/](http://www.gatorevals.ua.ufl.edu/students/)

Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at:

- [www.gatorevals.ua.ufl.edu/public-results/](http://www.gatorevals.ua.ufl.edu/public-results/)

#### Student Complaints

You can file and resolve any complaints about your experience in this course in the following site:

- *Student complaints in residential courses*, <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

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<b>Date</b>	<b>Topics</b>
Week 1	Defining the capstone experience
Week 2	Careers in Horticultural Sciences
Week 3	Discussion: <i>Chapter 1: The Plant: Corn's Conquest, Chapter 2: The Farm, Chapter 9: Big Organic</i>
Week 4	Personal motivation and success
Week 5	Scientific research projects
Week 6	G. Nunez & Center for Undergraduate Research
Week 7	Service-learning projects
Week 8	G. Nunez & David and Wanda Brown Center for Leadership and Service
Week 9	Industry, teaching, and cooperative extension projects
Week 10	G. Nunez, TBD (Driscoll's Berries), TBD (American Society for Plant Biologists)
Week 11	Elements of a meaningful capstone
Week 12	Goal setting
Week 13	Skill building vs. task completion
Week 14	Essential tasks and Gantt charts
Week 15	Capstone planning in your e-portfolio