

MBC 259: WINTER PRACTICUM 2025

Executive Director: Samantha Murray

Program Manager: Hannah Tannenbaum

Program Co-Chairs: Greg Rouse & Patty Ahn

2 units, letter grade only

Fridays: 12:30-2:30 pm; in-person: Eckart 127 (Sea Cave)

Office hours: by appointment OR

Mariah Garnett: TBD

Greg Rouse: TBD

Samantha Murray: Tuesday 11:00-12:00 (Eckart 203)

Hannah Tannenbaum: Wednesday 1:30-2:30 (Eckart 202 or on Zoom)

Course Objectives and Expectations

This class is designed to allow MAS MBC students to connect to program leadership, external resources and other students during the quarter. It aims to: 1) strengthen professional development skills and 2) support Capstone Project development. Attendance and participation will be evaluated as outlined below. Additionally, you must meet all deadlines below.

Name & Gender Pronouns

We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me early in the quarter so that we may make appropriate changes to my records.

Diversity and Inclusion Statement

We support the values of UC San Diego to “create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive.” We strive to uphold the values articulated by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion: “[w]e believe that true excellence is achieved through productive relationships among people of diverse perspectives. When the collective talents of our students, faculty, and staff at UC San Diego are united in an environment that is open and inclusive, creativity and innovation prospers.” We hope you will join us in creating a class that upholds these values to further enhance our learning as a community.

Communication Statement

It is our hope that in this course we will develop a supportive learning community that will foster rich discussions through the sharing of personal ideas, experiences, and relationships to course material. Your participation and feedback are important to the success of the course and we welcome your thoughts throughout the quarter on how we might improve class processes that will encourage effective communication and dialogue.

Conditional Policy Statement on GenAI

*Informed by UC San Diego and University of Waterloo Academic Integrity Offices
Please see the full GenAI policy for this course on Canvas.*

Generative artificial intelligence (GenAI) tools like Chat GPT, DALL-E, or GitHub CoPilot, that generate output may be used in this course in limited ways with proper documentation, citation, and acknowledgement.

In accordance with our learning outcomes for the course (see above), you may use the following GenAI tools for the following assignments ONLY: Blog assignment

NOTE: GenAI is known to fabricate sources, facts, and give false information. It also perpetuates bias. You should also be aware that there are copyright and privacy concerns with these tools. You should exercise caution when using large portions of content from AI sources for these reasons. Also, you are accountable for the content and accuracy of all work you submit in this class, including any supported by generative AI.

Food Support for Students

If you are skipping and stretching meals, or having difficulties affording or accessing food, you may be eligible for CalFresh, California's Supplemental Nutrition Assistance Program, that can provide up to \$292 a month in free money on a debit card to buy food. Students can apply at: benefitscal.com/r/ucsandiegocalfresh.

Also, The Hub Basic Needs Center at UCSD exists to empower all students by connecting them to resources for food, stable housing and financial literacy. Visit their site at basicneeds.ucsd.edu.

SYLLABUS

January 10: Welcome, overview and tips for Capstone success (Murray)

- | | |
|------------|--|
| 12:30-1:00 | Course overview (Murray) <ul style="list-style-type: none">● Updates● Overview● Expectations and deadlines● Check-in |
| 1:00-2:00 | Capstone success, esp on your CAC (Murray) <ul style="list-style-type: none">● Maximize expertise on your CAC● Select your chair● Communicate with your CAC● Create an efficient agenda● Have a successful CAC meeting (esp on Zoom) |
| 2:00-2:30 | Free time with Mariah, Greg, Hannah, Samantha, if time allows |

January 17: Grant writing workshop (Murray)

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|------------|---|
| 12:30-2:30 | Grant writing workshop (read materials ahead of time) |
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January 24: Winners Take All (Murray) and writing refresher (Murray)

12:30-1:30 Winners Take All (read book ahead of time)
1:40-2:30 Writing refresher

January 31: Write your Capstone proposal (Rouse) and peer Capstone workshop (Tannenbaum)

12:30-1:30 Proposal components (Rouse)
1:40-2:30 Peer Capstone workshop (Tannenbaum)

February 7: CHOOSE YOUR OWN ADVENTURE: How to publish (Rouse) OR lighting workshop (Garnett)

12:30-12:45 Announcements, updates, and check-in
12:45-2:30 Journal publication tips (Rouse)

- Authorship
- Ethical minefields
- Reviews
- Open Access
- Variation by discipline
- Thinking critically about abstracts

OR

12:45-2:30 Next-level, most-amazing, lighting workshop (Garnett)

February 8: (STRONGLY RECOMMENDED, BUT OPTIONAL) Tuna Harbor Dockside Market tour and student seafood expo (Details TBD)

8:00-9:30 Tour of Tuna Harbor Dockside Market and seafood procurement
4:00-6:00 Seafood potluck and HH, with innovative recipes made by students; friends and family encouraged! (@ Surfside)

February 14: GPS Cover letter and interview workshop (GPS)

12:30-1:30 Cover letters
1:30-2:30 interviews

February 21: Blog workshop and assignment overview (Murray)

12:30-12:45 Announcements, updates, and check-in
12:45-2:30 Blog workshop and assignment overview

February 28: Realistic and fun advocacy exercise (Murray, Tannebaum, Garnett, Rouse and surprise guests)

12:30-2:30 Advocacy exercise (Murray and all)
(read materials ahead of time!)

March 7: Capstone project presentations (you!)

12:30-2:30 Student presentations and feedback

- Come prepared to do a 5-minute presentation on your problem statement, research question, objectives and indicators of success. Please also share your confirmed CAC members.
- You *must use Powerpoint*. No Keynote, Google Slides, Prezi.
- Please send to MAS Program Coordinator ahead of time.
- Following each presentation, students and faculty will ask questions, give feedback and discuss for another ~5-7 minutes
- See rubric in Canvas!

For each speaker, students will write down: 1) one thing that works or a favorite thing about this idea and 2) one potential challenge or a question to improve the idea. These will be shared with the speaker.

March 14: Capstone project presentations (you!)

12:30-2:30 Student presentations and feedback

- Come prepared to do a 5-minute presentation on your problem statement, research question, objectives and indicators of success. Please also share your confirmed CAC members.
- You *must use Powerpoint*. No Keynote, Google Slides, Prezi.
- Please send to MAS Program Coordinator ahead of time.
- Following each presentation, students and faculty will ask questions, give feedback and discuss for another ~5-7 minutes
- See rubric in Canvas!

For each speaker, students will write down: 1) one thing that works or a favorite thing about this idea and 2) one potential challenge or a question to improve the idea. These will be shared with the speaker.

March 19: Capstone project presentations (you!)

11:30-2:30 Student presentations and feedback (NOTE: this class is during final exam window)

- Come prepared to do a 5-minute presentation on your problem statement, research question, objectives and indicators of success. Please also share your confirmed CAC members.
- You *must use Powerpoint*. No Keynote, Google Slides, Prezi.
- Please send to MAS Program Coordinator ahead of time.
- Following each presentation, students and faculty will ask questions, give feedback and discuss for another ~5-7 minutes
- See rubric in Canvas!

For each speaker, students will write down: 1) one thing that works or a favorite thing about this idea and 2) one potential challenge or a question to improve the idea. These will be shared with the speaker.

SUPPLEMENTAL CONTENT

In addition to the class meetings above, we will also provide the following opportunities for engagement in Winter quarter:

- Made to Stick posts from Steve Bennett: responses are optional and ungraded

GRADING

Grading option: letter grade only. **Please make sure you are signed up for a letter grade.**

Participation requirements: a) attend class on time; b) participate by asking and answering questions, offering feedback; c) attend Concur follow-up workshop; d) have a full CAC meeting during the Winter quarter; and e) put work into assignments and meet deadlines.

ASSIGNMENTS

Meet all deadlines below (here and below in Capstone section):

- February 14, 2025 @ 5 pm: working with Hannah (and Samantha, if necessary), confirm at least three CAC members. You need a full CAC to receive a grade in Winter Practicum.
 - If you need more time, it is okay, but please communicate with us ahead of time.
 - After Feb 45th, Samantha will look at your full CAC and provide feedback for improving and rounding it out—we strongly encourage you to take this advice in confirming final membership
- February 14, 2025 @ 5 pm: submit Capstone proposal, including detailed 10-week Spring work plan and budget. Have your CAC chair sign the front page. Please submit via Canvas. You will not receive a grade in Winter Practicum if you do not submit the proposal.

- March 5, 2025 @ 5:00: upload your blog and social media post to Canvas. No more than 1,500 words. More details to follow in Canvas.
- March 3, 2025 @ 5:00: upload your first CAC meeting agenda to Canvas.
 - BUT ideally you should upload (and let Samantha know it's been uploaded) a draft of this agenda well before your first meeting, so that we can give you feedback on your agenda and you can improve it before sharing with your CAC.
- March 14, 2025 @ 5:00: have at least one CAC meeting by end of the Winter quarter.
 - The meeting should be slated for no more than 60-75 minutes. Share a draft agenda with attendees ahead of time and have clear goals and outcomes in mind for the meeting.
 - For this first meeting, plan on a brief (maximum 15-minute) overview on your key questions, work to date and work plan moving forward.
 - You should also provide a written summary to your CAC (this could be your proposal along with your 10-week timeline) prior to the committee meeting date.
 - Before the meeting, reflect on what you want to get out of it. Write down three things that you want to get out of the meeting and make sure that happens before everyone leaves the room.
 - Follow-up after the meeting with an email that summarizes meeting highlights and describes the path forward, so that all are aware of what was decided upon and you have documentation.
 - Meet with your Chair as regularly as possible in Winter quarter and then weekly in Spring quarter.
- By March 14, 2025 @ 5:00: Look through employment postings using resources in your handbook, through GPS, etc. and find a job that you want to apply to. In the GPScareers portal, upload a cover letter as a Word file (not PDF) and insert the job URL at the bottom of the cover letter or include as pages to your letter.
 - Consult "Tips on Cover Letters" (in Canvas) when completing this assignment.
- By March 14, 2025 @ 5:00: Have a mock interview session with any member of the GPS Career Services coaching team by the end of the quarter. Make your appointment with them on GPScareers and please attach a job description of either a real job you have applied for/hope to apply for, or one that is similar to what may interest you in the future. Include a message to the coach letting them know if this is preparing you for an already scheduled interview or just practice.

WINTER MBC 259 GRADING

You will be graded in Winter MBC 259 according to the following:

- 30%: Capstone proposal, work plan and budget
- 20% Capstone presentation
- 10% CAC agenda (thoughtful and submitted ahead of time, so that we can offer feedback)
- 15% Blog assignment
- 10%: Cover letter and mock interview submission/meeting with GPS Career Services

- 15%: Participation, attendance & engagement (each student is allowed one absence without it impacting their participation grade; chronic lateness will impact grade)

GRADING SCALE

Grades will be assigned based on the following scale:

- A+: 98-100
- A: 93-97
- A-: 90-92
- B+: 88-89
- B: 83-87
- B-: 80-82
- C+: 78-79
- C: 73-77
- C-: 70-72
- D: 60-69
- F: <60

IMPORTANT DEADLINES (including beyond Winter quarter)

There are several required steps toward completion of the Capstone Project. Please note the dates below are subject to change. Be aware of these deadlines and also realize that CAC members may travel over the course of the year. Be sure that they can sign the necessary paperwork by the deadline. Get it done early if needed! A student can *always* accelerate deadlines. The deadlines found below are the MOST UP TO DATE deadlines.

February 14, 2025: send at least three confirmed CAC members to Hannah.

February 14, 2025: submit Capstone Proposal, including detailed 10-week Spring work plan and budget, on Canvas and to Hannah. Have your CAC chair sign the front page. You will not receive a passing grade in Winter MBC 258 if you do not submit this proposal.

March 14, 2025: full CAC membership must be confirmed and approved by Samantha, with any recommended changes made. You will not receive a passing grade in Winter Forum if you do not have your full CAC membership approved.

By end of Winter quarter: by March 21, 2025, hold at least one full CAC meeting. You will not receive a passing grade in Winter MBC 259 if you do not do this.

March, April, May 2024: hold *at least* monthly *full* CAC meetings. These meetings are VERY helpful to you and your committee and *required*.

Weekly, all Spring quarter: hold weekly meetings with your CAC Chair during Spring quarter; send weekly updates to full CAC throughout Spring quarter.

May 23, 2025: submit draft Capstone Project deliverable (and report, if needed) to your CAC. Note that points will be deducted from your final Capstone grade for late submission of the draft deliverable.

Week of May 26th or June 2, 2025: practice presentation sessions with Steve Bennett, Samantha, Hannah and Patty (if available)

May 30, 2025: receive feedback from CAC on draft Capstone Project deliverable (and report, if needed)

June 6, 2025: send presentation to Hannah

June 6, 2025: submit final Capstone Project deliverable (and report if needed) to CAC for signature from ALL CAC members

June 9th, 2025: tech run-through in Forum

June 10th, 2025: present at Capstone Symposium. The presentation must be attended/viewed remotely by all of your CAC members, unless alternative arrangements are made and approved by Samantha

June 13th, 2025: submit signed (by all CAC members) copy of final Capstone Project (and report, if needed) to Hannah.

TIPS FOR COVER LETTERS

Your cover letter should make it clear that you: a) have read the job description, know something about the organization and have done your homework; b) are qualified for the job in unique ways; c) can write and spell check; and d) are enthusiastic.

Remember this should be formatted as a professional letter. Show that you are up to speed on current formatting paradigms--use one space after the period, not two. Do not indent. The best strategy is to go through the job description, pick out the key attributes that the employer is looking for and write those down in the margins of the job description. Then go through your employment and education history and match the skills you have gotten through those experiences with the desired qualifications. Create a narrative around this that will fill most of the cover letter.

DO NOT reiterate your resume/CV or tell the story of how you went to school and then worked and then applied for the job in chronological order. This is your chance to reel in the reader to ensure they keep reading, so try something that will show them who you are and why you are different, right out of the gate. Make your intro compelling and relevant. Think about something that is interesting and directly responsive to what they're seeking (e.g., time at sea, understanding of coral systems, ID and/or analysis skills). It is also good to mention the job title and organization by name.

Once you have a draft, re-read the cover letter and see if there are any throw away lines –does every sentence add value? As much as possible, make every sentence count and sound unique.

Some sentences, like those you close with, may be fairly standard. Don't worry too much about those.

Some additional resources on cover letters:

- Cover letter intros: <https://www.themuse.com/advice/31-attentiongrabbing-cover-letter-examples?ref=search>

- 31 tips: <https://www.themuse.com/advice/how-to-write-a-cover-letter-31-tips-you-need-to-know>
- A before and after comparison: <http://www.askamanager.org/2014/02/heres-a-real-life-example-of-a-great-cover-letter-with-before-and-after-versions.html>
- Seven mistakes and fixes: <https://www.themuse.com/advice/7-cover-letter-mistakes-entrylevel-candidates-makeand-how-to-fix-them-now>

Capstone Advisory Committee (CAC)

Your CAC must be interdisciplinary. It should not be three scientists from the same discipline! It should bring in expertise you do not have or are looking to develop and it should support you as you fold in several distinct elements of your project. Bringing together varied perspectives or points of view will support robust discussion in CAC meetings and allow you to consider multiple views/lenses as you develop your project.

To ensure CAC members have clear expectations of the responsibility and have committed to your project, we have created a CAC member invite letter you can use as a template. It can be found in your Google Drive. Once your CAC member/Chair agrees to serve on your CAC, please forward us email confirmation from the member, expressing their willingness to serve.

Broadly, your CAC should include:

- At least three members: you may have more than three CAC members, but keep in mind that *all* must attend monthly CAC meetings, sign-off on your Capstone at the end of the Spring quarter and attend the symposium (unless alternative arrangements are made and agreed to by Samantha).
- One full-time faculty member: you must have at least one faculty member. This person can be from, SIO, UCSD, or another academic institution. This is intended to support academic rigor in your project.
- A faculty member, scientist, staff, or subject matter expert in another discipline: this second member does not have to be a professor (but certainly can!). Staff, lecturers, or research scientists will suffice. If you cannot find an appropriate second committee member from a university, you can have a committee member from outside an academic setting, provided the person is an expert in their field and has the interdisciplinary expertise needed to round out your committee. This is intended to ensure you have an interdisciplinary committee.
- One additional member: you are encouraged to have at least one additional committee member from an outside organization such as an NGO, government agency or private industry.
- A CAC Chair: this can be any of the committee members. Your Capstone Chair will receive an honorarium of \$1200 for their time spent working with you.

- NOTE: Federal employees—including those at NOAA— cannot receive cash honorarium payments. There are some work-arounds but it is a more involved process. Please note this BEFORE you offer a NOAA employee \$1200 to serve as your chair.
- Talk to Hannah first to learn more about this.

In selecting your Chair, consider:

- Who do you want to spend time with and meet every week?
- Who is responsive to your requests, seems to enjoy the mentorship, and has time for this responsibility?
- Who knows the most about a topic you don't, or can offer you deep expertise on the topic you are most looking to develop?
- Who do you most want to show you are hard-working, bright and dedicated? Who can open up doors for you in your future career path?
- Generally, PhD students and post-docs should not be Chairs.

To find appropriate, available CAC members and Chairs, look up faculty on the SIO and UCSD (Political Science, Communication, Rady School, History, Ethnic Studies, GPS, Economics, Art, etc.) websites. Also look at people who have served on CACs in the past (see Appendix I), and talk to your graduate student mentor and/or Samantha.

Capstone Proposal

The Capstone proposal is due February 14, 2025 as a means of fleshing out your idea, seeing what is achievable, and getting on the same page as your CAC. Additionally, it will be a helpful tool to guide your work in the Spring. It should answer these questions: 1) what are you trying to do? 2) why are you doing it? and 3) how will you achieve it within the timeframe that you have? The proposal should be no more than 4-5 pages in length, single-spaced, 12 pt. font.

As part of MBC 259 in the Winter quarter, we will share examples of past Capstone proposals. But the Capstone proposal should include the following:

- Title
- Names of all Committee members and Chair
- Abstract/Executive Summary
- Background/Problem Statement
 - Why is your research necessary and important, in terms of what has been done before, current knowledge, pressing conservation issues, etc.?
- Project goal
- Research question(s)
- Specific Objectives
- Defined end product (e.g. a final paper, an exhibit, a film, business plan, model, etc.)
- Methodology for achieving the end product
- Measure of Success—how will you evaluate/identify success?
- References

- Budget
- Approval by the CAC Chair: signature on cover sheet, submit on Canvas

Capstone Symposium Presentation

- Students should plan on presenting at a practice session with Steve Bennett, Hannah, and Samantha, the week of May 26 or June 2.
- Students should also practice their presentation with their CAC.
- Presentations are 12 minutes in length, followed by a 3-minute Q&A session.
- The symposium must be attended by all CAC members, unless other arrangements are made and approved by Samantha.
- The symposium will be livestreamed and recorded, with an option for viewers to send questions in real time.
- Students must ensure that presentations will work on the master computer used for the symposium. This includes checking that the version of PowerPoint is compatible and that any embedded videos work.
- Presentations must be given in PowerPoint. No Google Slides, Keynote or Prezi.
- The Capstone Symposium is June 10, 2025.
- There will be a tech run-through on June 9, 2025.

Capstone Project Grading

The Capstone Project is graded by your CAC members, based on your work over the course of the Spring quarter and your final Capstone Project deliverable. You will receive a letter grade, based on the following rubric:

Points out of 100:

- 10 Timeliness
- Did the student submit an early draft to the CAC by May 23, 2025; final by June 6 2025?
 - Over the Spring quarter, did the student give CAC sufficient time to read products and offer feedback?
 - Did the student submit products without reminders by CAC members?
- 10 Communication and organization
- Did the student hold monthly, full CAC meetings in March, April and May? Did these meetings have clear agendas and objectives? Were they run efficiently?
 - Did the student meet weekly with their Chair from late March through mid-June?
 - Was the student proactive in giving work progress updates to CAC, for example with weekly updates to CAC via email?
- 20 Quality of writing, film, Story Map, business plan, curriculum or other deliverable
- Does the quality of the final product meet expectations for graduate-level work at a leading ocean research institution?
 - Is the writing free from typos, formatting issues or grammatical errors? Does the film have smooth transitions and follow a clear story arc that is compelling and visually appealing?

- Is the quality of this final product such that you are proud to have your name associated with it?
 - Are you comfortable sharing this product with colleagues or on your website/social media?
- 10 Interdisciplinary merit
- Did the student explore/rely on multiple disciplines (e.g. economics, biology, oceanography, environmental justice, Indigenous Traditional Knowledge, law, policy, communication) to tackle an ocean conservation challenge and complete this work?
 - Did they assemble a CAC that brings together professionals from different disciplines and backgrounds?
 - Does the final product stitch together these multiple disciplines?
- 15 Student dedication and effort
- Did the student solicit and incorporate feedback from Chair and CAC into evolving work products?
 - Did the student demonstrate commitment to the project?
 - Did the student spend at least 20-25 hours per week on this project?
 - Did the student lead their Capstone Project, with input and mentorship from CAC members, but as the clear project manager and decision-maker?
 - Did the student proactively troubleshoot and problem-solve challenges as they came up?
- 20 Symposium presentation
- Did the student share slides with CAC and/or practice with CAC ahead of time?
 - Did the student present in a clear, confident way that was compelling, accessible and authoritative?
 - Did the student avoid reading from a script?
- 15 Samantha's input
- This is intended to standardize grading across the cohort, where she meets with all students and tracks student progress throughout the Spring quarter
 - Samantha will grade based on the following:
 - 5 pts: student effort and dedication
 - 5 pts: met program deadlines; listened and followed instructions; and proactively communicated with MBC leadership in the face of challenges
 - 5 pts: quality of symposium presentation

Capstones Involving Human Subject Research

Surveys as a tool: please note that SIO has limited on-site resources (including at UCSD) for supporting you in the design and analysis of your surveys, which is in and of itself a science! The good news is we now offer coursework in this field. **If you intend to use surveys as a tool in your Capstone Project, you *must* speak to Hannah as early as possible.**

IRB Review: UCSD is responsible for protecting the rights and welfare of human subjects, human specimens, and related data in research conducted by or under the supervision of faculty, staff, or students. If your Capstone involves talking to or surveying human subjects/interviewees, your work may be subject to review by the Institutional Review Board (IRB) at UCSD.

If you are engaging in any kind of interviews or conducting surveys as a part of your Capstone Project, please reach out to Hannah as early as possible. Depending on your project, you may need to submit your survey questions, proposed human subjects and methodology to the Human Research Protection Program (HRPP) before you conduct any research, in order to get an exemption. At a minimum, you'll want to get confirmation from IRB that your project does not require IRB review. Because the approval process can take time, you may need to submit these materials to the HRPP as early as December 2024.

Diving on behalf of Scripps or for your Capstone Project

If a proposed Capstone Project will involve diving, the student MUST confer with the SIO Diving Safety Officer (Christian McDonald, cmcdonald@ucsd.edu) as soon as possible in the planning process. Note that being a certified diver is not sufficient; the student must go through additional training to be a science diver.

If you are certified as a science diver at another institution, you must work with Christian to get checked out by Scripps, as well, if you want to dive at Scripps for your Capstone Project. All dive projects must be approved by Christian in writing and must be submitted along with the Capstone proposal.

If you are interested in becoming certified in SCUBA diving so that you can eventually take the Scientific Diving Course, a local dive shop (Ocean Enterprises) offers a 20% discount to active SIO divers and SIO dive course students. Check with the store for details.