WICHITA STATE UNIVERSITY
TRIO PROGRAMS
*McNair Scholars Program*

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# "The Doctor"

## McNair Scholars Program

**Division of Campus Life and University Relations**

### Notes From the Director

Congratulations and Welcome to the 2009 - 2010 grant year of the McNair Scholars Program. I am excited to share this journey with you as we "Embark Upon Your Education Destination." With this as our theme for this academic year we will move through this process together where we will explore the graduate school application process, improve writing and test taking skills, engage faculty to expand your knowledge base as we strive for the ultimate destination of attaining a doctoral degree.

The staff and I want to encourage you to take full advantage of this opportunity as you participate in the McNair Scholars Program. It is our intention to challenge you, push you and guide you on this great journey. We have full confidence that you are more than capable of being successful, but we are hear to support you through it all.

It is important that along this journey you set goals for yourself and periodically re-visit these goals to make sure that you maintain your focus and stay on track. The McNair staff will offer you assistance along the way to help you maintain your focus and stay on track. The McNair Scholars Program is merely a stepping stone in helping get where you want to be. Please let us know along this journey if there is something additional that you need to help move you closer to your ultimate destination.

It is my pleasure to serve as your director, I am here to assist you in any way that I can. I only have one request from you, you put your best foot forward and do all that you can and I will meet you where you are to assist you in getting to where you want to be.

LaWanda Holt-Fields,
Director

### McNair Welcomes the 2009 - 2010 Scholars

The McNair Scholars Program is off to an excellent start for the 2009 - 2010 academic year, with students participating in activities to become familarized with the graduate school process and scholarly research. The McNair staff welcomes the following scholars:

* indicates returning students

Marissa Barnes
* Diane Brown
Yolanda Byers
Sarah Cummings
*Veronica Ealey Pyles
Elka Garcia
*Nicole Hill
*Christy James
*Carla Lee
*Kristal McGhee
*Gigi Phan
Cornell Roberts
*Darnell Webb
Joi Bell
Traniece Bruce
*Sheila Cubbage
Jeanette De La Torre
*Christina Eaves
Sara Gomez
Rachel Jacobs
Cierra King
*Philip Levy
*Antony Ngicu
*Shannon Ray
Joshua Rosales
*John Williams

National Hispanic Heritage Month
Sept. 15 ~ Oct. 15

&

National Native American History Month ~ November

## Grammatically Speaking
### Writing a Literature Review

Every McNair Scholar who is involved in the research component this year should be aware that January 29, 2010 marks the date which the literature review is due. For those of you still uneasy about writing a literature review, take comfort in the following suggestions.

How Can I Write a Good Literature Review?

**Remember the Purpose:** You are not writing a literature review just to tell your reader what other researchers have done. Your aim should be to show why your research should be carried out, how you came to choose certain methodologies or theories to work with and how your work relates to research previously conducted.

**Read with a Purpose:** You should summarize the work you read, but you must decide which ideas or information you want to add to your research (so you can emphasize them), which are more important and cover them briefly in your review.

**Write with a Purpose:** Your aim should be to evaluate and show the relationship between the research previously done and your current research. In order to do this effectively, you should carefully plan how you will organize your work. Using The Notebook Method is an excellent way to stay organized.

Some Traps to Avoid

**Trying to Read Everything:** If you try to be comprehensive you will never be able to finish the reading! The idea of the literature review is not to provide a summary of all the published work that relates to your research, but a survey of the most relevant and significant work.

**Reading but not Writing:** Writing can help you to understand and find relationships between the work you have read, so do not put writing off until you have "finished" reading--after all, you will probably continue reading throughout your research project.

**Not Keeping Bibliographic Information:** The moment will come when you have to write your reference page. . . and then you realize you have forgotten the information you needed; you failed to put the references in your work. The only solution is to spend a lot of time in the library locating those sources you have read. To avoid this nightmare, always keep this information in your notes as well as placing the references in your writing.

*The above suggestions are excerpts from the Languages Center's Writing Up Research website. For a more comprehensive analysis of a literature review visit the official website:

Source: http://www.languages.ait.ac.th/EL21LIT.HTM#good%20one

## Happy Birthday!

The staff wishes a Happy Birthday to those celebrating Birthdays in October & November.

Gigi Phan - 10/21
Johsua Rosales - 11/8
Diane Brown - 11/12

## Tips to Keep Healthy and Care for Yourself

According to 101 Health and Wellness Tips for College Students, stress, lack of sleep, and poor eating habits are contributors to many illnesses. Below are a few tips on how to better care for the body to help keep illness at bay:

1. Eat Breakfast. Start your day off right with a good meal whether you are rolling out of bed at the crack of dawn or at noon.
2. Get a full nights' rest whenever possible.
3. Wear flip flops in the shower if you workout, or live in the dorms to avoid getting viruses and bacteria.
4. Do Not touch your eyes, nose or mouth. The membranes in these areas make it easy for bacteria and viruses to enter your body.
5. Do not let yourself get run down. If you feel your self getting stretched too thin, take a step back and evaluate to determine what is really important.
6. If you are ill, Do Not Go to Class and make others Sick!

http://www.rncentral.com/nursing-library/careplans/101_health_and_wellness_tips_for_college_students

## Is an Interdisciplinary/Dual Degree Program for You?

As students consider options on what type of masters or doctoral studies they want to pursue, many find themselves struggling between two or three areas of concentration, programs or disciplines. Many graduate programs are now offering Interdisciplinary or Dual Degree Programs as an option. These programs provide students opportunities for creative academic programming and research that can cross the boundaries of traditional disciplines. Instead of being supported by an individual department, school or college, each student's program is administered by a faculty committee, which represents the chosen disciplines. More universities are realizing that there are complimentary disciplines in which students can combine to achieve unique research experiences.

The requirements of each program vary depending on the student's interests and the offering of each program or university. Some institutions have established Interdisciplinary or Dual Degree Programs that are tailored for specific careers fields. Others allow students to develop their own programs with the assistance of a faculty advisor. Personalized programs are often based on professional goals or personal research interests.

While students may select courses and subjects from many disciplines, most students choose courses that have a unifying issue, theme or topic. Before they begin taking any courses, they must submit a written proposal in order to receive approval for their Plan of Study.

While there are not many careers that require a specific degree in Interdisciplinary Studies, there are many professions that could benefit from a diverse academic program. Below are a few links to view Interdisciplinary or Dual Degree Programs:

University of Missouri, Kansas City (UMKC)
http://sgs.umkc.edu/iphd/index.asp

Northwestern University (Illinois)
http://www.tgs.northwestern.edu/academics/interdisciplinary/

GradSchools.com
http://www.gradschools.com/search/United-States/MBA-JD-Dual-Degree-Programs/238.html

OCTOBER

NOVEMBER

## Events to Come

2 **Grad Prep & Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106, Staff
*"Graduate School Terminology Bingo"*

**Research Assembly Meeting** (3 - 4 p.m.)
"Library Research Database Tour"

9 **Communication Fitness** (2 - 3 p.m.)
McNair Computer Lab, GWA, Rm. 166

15-18 Fall Break - Enjoy!

23 **Grad Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106
**Kyle Little**, Research Coordinator
*"Personal Statement Writing"*

24 **Faculty-led Seminar** (10 a.m. - Noon)
Rhatigan Student Center (RSC) 305/314
**Jill Pletcher**, Career Services &
**Rob McGregor**, Banana Republic
*"Etiquette Workshop"*

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6 **Grad Prep & Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106,
**Dr. Marche Fleming-Randle**, LAS
*"Me, Myself & Graduate School"*

**Research Assembly Meeting** (3 - 4 p.m.)
**Dr. Alan D'Souza**, TRiO
*"Methodology/Data Collection"*

13 **Communication Fitness** (2 - 3 p.m.)
McNair Computer Lab, GWA, Rm. 166

14 **Faculty-led Seminar** (10 a.m. - Noon)
Devlin Hall, Rm. 106
**Dr. David Wright**, Sociology
*"Graduate School Application/Admissions Process"*

18 McNair Cultural Feast (11 - 1 p.m.)

20 **Grad Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106 Staff
*"Searching for Graduate School Funding"*

25-29 Thanksgiving Recess

# Someone Like me?

## Dale Emeagwali, PhD
## Microbiologist, Morgan State University

Dale Emeagwali was born Dale Brown on December 24, 1954, in Baltimore, Maryland, to Johnnie Doris Brown, a public school teacher, and Leon Robert Brown, who worked as a superintendent of the production department of Afro-American magazine for 42 years. The youngest of three children, Emeagwali grew up in the Poplar Grove-Lafayette Avenue area of Baltimore and went to Alexander Hamilton Elementary School #145 and Northwestern High School, graduating in 1972.

As a girl, Emeagwali enjoyed science and excelled in math at school. "Black people were told, 'You can't do math,'" she said in an interview with the a spokeperson from *Morgan State University*. "We were taught inadvertently, and sometimes directly, that we couldn't do math." Fortunately, though neither of her parents were involved in academia or science, Emeagwali received the support she needed from them to become one of relatively few blacks in science. According to the *Afro-American*, she credits her parents for her success as a scientist. She remembers her parents entertaining science facts and doing simple experiments with her and her two brothers. Her father was interested in mathematics, had a small collection of books on the subject, and would show them tricks using numbers. "Parents must always stress the importance of education and achievement to their children," she told the *Afro-American*, "When kids know there are low expectations, they won't rise."

Emeagwali earned her bachelor's degree from *Coppin State College* in Baltimore in 1976, with a biology major and chemistry minor. She then left Baltimore to attend *Georgetown University Medical School* in Washington, D.C. Leaving her family behind for Georgetown was a "cultural shock," she told the *Afro-American*, but she coped with the move by striving to achieve. She stayed ahead of her class and always held on to that ambition. She felt she had the ability to easily assimilate, regardless of race or class. While on a bus trip back to Georgetown after a school break, Emeagwali met Philip Emeagwali, a Nigerian doctorate student in civil engineering. Not long after, the two married. Though they both are scientists, they practice in different disciplines: she is a medical scientist; he a leading research scientist involved with supercomputers and the Internet. After Em*eagwali earned her Ph.D. in microbiology from Georgetown, she earned postdoctoral fellowships at the National Institutes of Health* and the *Uniformed Services University of Health Sciences*. In 1987, she and her husband moved to Ann Arbor, Michigan, where she worked as a senior research fellow, then as an assistant research associate, while he worked as a researcher. Together, they made an effort to motivate minority students to pursue careers in the sciences.

While living in Minnesota, Emeagwali was research associate at the *University of Minnesota*--she and her husband began working with the Science Museum of Minnesota on the annual African-American Science Day. This science-fair-type event was designed to give fourth through twelfth-graders from inner-city neighborhoods an opportunity to see what scientists do. "We made it seem like science was an everyday thing so it wasn't a shock that we do science," Emeagwali told the *Star Tribune*. "The purpose of science is to do something useful," she told the *Bog Hopper*, "Plants and trees, soap bubbles and toys--simple, everyday things--are science. What I do in the lab, a lot of it is cooking and cleaning." Emeagwali believes that this is most beneficial to minority kids, who are often discouraged from pursuing an interest in science.

After years of pursuing science and academics all over the United States as well as earning many honors, Emeagwali moved back to the Baltimore area with her husband in 1996. She took an associate professor position at *Morgan State University*. She enjoys exercise, reading, painting, and has a yellow belt in karate. One of her poems has been published in the *Atlantic Monthly*. The Emeagwalis have a son, Ijeoma.

Source: Answers.com: http://www.answers.com/topic/dale-emeagwali

# GRAD-CONNECT
## Writing a Personal Statement with a Purpose

What if you only have five minutes to convince a graduate admission's committee that you are a good pick for their school? What would you say and how would you keep their interest? According to the Peterson's Graduate Planner, students need to keep these questions in mind as they begin to write personal statements for graduate school admission. Below are a few tips to assist with writing personal statements with a purpose:

### It's all about you

Schools are not interested in hearing about how your dog ran away or about the time you met a famous movie star; but they do want to know why you want to study the field you have chosen, and why you want to study at their school. Storytelling is an effective way to convey your motivation and commitment and the experiences that drive you. A brief anecdote about some event that exposed you to your chosen field can be effective as long as you do not stray too far and you make it interesting. Do not write in clichés; instead start with something like "I knew I wanted to study ____ when …" You want your story to have a point, a reason for being told that relates to why you are applying to a particular school. Develop a nice segue from your story to a description of your goals and what you hope to achieve personally and professionally by pursuing your degree.

### It's about them, too

It is important to share a great story about you, but you also need to let the school know why you have chosen them. Ideally, you should relate those reasons to the theme of your story, although it might be hard to do so. (And don't do it if it isn't true!) On the other hand, if you have decided to apply to a certain school because they are ranked as the number one school for meeting members of the opposite sex, do not tell them that. Avoid discussing any rankings, gushing about how prestigious the school is, or even tossing in generic praise. (We like to call this "sucking up" and admission committees see right through it).

However, if you can mention a few faculty members and make reference to some of their work, that is a bit more impressive because it shows you have taken some time to research the school a little further than the average Joe. Whatever you can do effectively to demonstrate that you know the school and can express how it is suited for you and how you are suited for them should work…as long as you avoid the "sucking up" factor.

### It's all about you — again

The first thing you should do is list all of your positive attributes and accomplishments — not! Stick with concrete experiences that demonstrate your leadership capabilities and positive qualities. Details are important and will help this portion of your statement be interesting and successful in its purpose, so long as you do not get bogged down in too many details. You want to convey your motivation and some of your more intrinsic qualities that make you a highly qualified candidate, not to simply list all of your accomplishments and activities because they have already been summarized elsewhere on your application. Share your research experiences and be specific! If you worked for a year under a professor, you might emphasize one particular project and explore that in depth. It does not need to have been a major life-changing undertaking — any practical experience can be used as long as you demonstrate your enthusiasm and aptitude for the field you have chosen to study.

### Pay attention!

Always read the application instructions carefully. Some schools will ask for a statement of purpose describing specific research interests in lieu of, or in addition to, a personal statement that emphasizes your character and qualities. You might write a beautiful personal statement, but if you do not follow the directions of the application, you have not done yourself any favors! Follow the instructions!

Source: Peretson's Graduate Planner. http://www.petersons.com/common/article.asp?id=1689&path=gr.gs.advice&sponsor=1

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**"The Doctor"**
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## *McNair Facts Did You Know?*

The Wichita State University McNair Scholars Program has served 183 students since 1995, of which 141 students have graduated with bachelor's degrees and 47 with master's degrees. Five students are currently enrolled in doctoral programs and 11 students have graduated with doctorate degrees.

**NOTICE OF NON-DISCRIMINATION**

1. It is the stated policy of Wichita State University to prohibit discrimination in employment and in educational programs and activities because of race, color, religion, gender, age, marital status, national origin, sexual orientation, political affiliation, disabled/Vietnam-era veteran status or physical or mental disability.
2. In working to achieve and maintain a welcoming and discrimination free environment, it is necessary and appropriate that employees and students be encouraged to make complaints and concerns about perceived discriminatory behaviors known to University supervisors and officials.
3. Any University employee or student who in retaliatory conduct against a University employee or student who has filed a complaint alleging discrimination or otherwise exercised their rights and privileges against illegal discrimination will be subject to disciplinary actions pursuant to establish University procedures up to and including termination of employment or student status.
4. This prohibition against retaliatory conduct applies regardless of the merits of the initial complaint of illegal discrimination.


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