



“The Doctor”

McNair Scholars Program

Division of Campus Life and University Relations

Research is Under Way

As we bring the fall semester to a close, we would like to highlight the students who are conducting scholarly research for the 2009 - 2010 academic year:

Yolanda Byers

Dr. Carolyn Shaw - *Political Science*

Sheila Cabbage

Dr. Rodney Boehme - *Finance*

Jeanette De La Torre

Dr. James Snyder - *Psychology*

Veronica Ealey Pyles

Dr. Orren Dale - *Social Work*

Sara Gomez

Dr. Dorothy Billings - *Anthropology*

Nicole Hill

Dr. Daisy Kabagarama - *Campus Ministry*

Rachel Jacobs

Dr. Francis D'Souza - *Chemistry*

Carla Lee

Dr. Gina Lee-Olukoya - *Center for Student Leadership*

Philip Levy

Dr. Angela Demovic - *Anthropology*

Kristal McGhee

Dr. Marche Fleming-Randle - *Liberal Arts and Sciences*

Cornell Roberts

Dr. Deborah Gordon - *Women's Studies*

Health Alert: Stress & Sleeplessness

When we are stressed and anxious, we can often find it difficult to get to sleep as thoughts keep whizzing through our minds, stopping us from relaxing enough to fall asleep. If you find this is the case:

Make sure to stop mentally demanding work several hours before going to bed – give your brain time to wind down before trying to sleep.

Try reading a calming, undemanding book for a few minutes, again to relax your body, tire your eyes and help you forget about the things that worry you.

Write persistent thoughts and worries down in a notebook to put them out of your mind. Review the notebook in the morning and take appropriate action.

Keep the same bedtime. Let your body and mind grow accustomed to a predictable routine.

Cut back on caffeine and alcohol. Some people find that they sleep badly if they drink coffee or cola after 4 pm. Others find that if they drink alcohol in excess, they wake up in the middle of the night and cannot get back to sleep.

Source: <http://www.mindtools.com/stress/Defenses/Rest.htm>

Campus Visits



KS STATE

January

12 & 13, 2010



Happy Holidays
from the McNair staff!

Hanukkah ~ Christmas ~

Kwanzaa ~ Eid-Al-Adha

~ Happy New Year ~

Grammatically Speaking

Major Components of a Research Paper



- Recommendations.

The above outline was excerpted from the Writing Up Research Website. For more detailed information, visit the Writing Up Research Website at <http://www.languages.ait.ac.th/el21open.htm>

1. Introduction:

Answers...

- *Background:* What is the context of this problem?
- *Rationale:* Why is this research important?
- *Problem Statement:* What is it we don't know?
- *Objectives:* What steps will the research take to try and fill gaps?
- *Scope:* Is the study limited to a special geographical area or to only certain aspects of the situation?

2. Methodology:

Answers...

- How was the data collected or generated?
- How was it analyzed?
- Why was a particular method or procedure chosen?

3. Results:

Includes...

- *Statement of Results:* Results are presented in a format that is accessible to the reader: graphs, tables, diagrams, or written text.
- *Explanatory Text:* All graphs, tables, diagrams and figures should be accompanied by text that guides the reader's attention to significant results. The text simplifies results, and highlights significant trends or relationships.

4. Discussion:

Includes...

- *Explanation of Results:* Comments on whether or not the results were expected and presents explanation for unexpected/unsatisfactory results.
- *References to Previous Research:* Comparison of results with those reported in literature.
- *Deduction:* A claim for how the results can be applied more generally.
- *Hypothesis:* A more general claim or possible conclusion arising from the results.

5. Conclusion:

Summarizes...

- What was learned?
- What remains to be learned? (directions for future research)
- The shortcomings of what was done. (evaluation)
- The benefits, advantages, applications, etc. of the research.

Happy Birthday!

The staff would like to wish a Happy Birthday to those celebrating during the months of December, January & February.

Carla Lee - 12/8

Christina Eaves - 12/16

Nicole Hill - 12/17

Joi Bell - 12/30

Jason Ware - 1/18

Cornell Roberts 1/24

Christy James - 2/2



Summer Internship Opportunities

Summer Enrichment Program (SEP): Internships, summer jobs and training opportunities. Listed by Ethnicity, Discipline and Paid/Non-paid experiences. <http://scholarships.fatomei.com/summer-research-internships.html>

Internship Opportunities: Has a long list of colleges and universities offering internship experiences for the summer. However, does not state what type (have to click on each school to see what they offer--well worth the look.) <http://www.psych.westminster.edu/psybio/internops.htm>

Undergraduate Student Research Program (NASA-USRP) offering undergraduate students across the United States research experiences at NASA Centers. Students may apply for a 10-week summer session or a 15-week spring or fall session. <http://usrp.usra.edu/>

New Year's Poem

*Ring out the old, ring in the new,
Ring, happy bells, across the snow:
The year is going, let him go;
Ring out the false, ring in the true.*

~Alfred, Lord Tennyson, 1850

Avoiding “Plague” Words and Phrases

As students begin to complete their research projects and write their manuscripts, they need to avoid the following word and phrases to improve the quality of their sentences:

And/also: This is often redundant.

And/or: Use one or the other.

Etc.: Suggests laziness. Try writing one more example.

He/she: Is used to prevent gender bias, but is generally used too often. Try using he or she or pluralize (where appropriate) so you can avoid the problem of gender-specific pronouns altogether.

Got: Many writers regard got as an ugly word. If you can avoid writing it, do so.

Had ought or hadn’t ought: Get rid of the auxiliary had. “You ought not to pester your sister that way.”

Irregardless: No one word will get you into trouble [with the professor] faster than this one.

Kind of or sort of: Can be used in informal situations, but in formal academic writing, substitute somewhat, rather or slightly. “We were rather pleased with the results.”

Lots and lots of: In academic pros, avoid these colloquialisms when you can use many or much. Remember, when you do use these words, that lots of something countable are plural. Remember, too, that a lot of requires three words: “He spent a lot of money” (not alot of).

Just: Use only when you need it, as in just the right amount.

Of: Don’t write would of, could of, should of when you mean would have, could have, should have.

Suppose to, use to: The hard “d” sound in supposed to and used to disappears in pronunciation, but it shouldn’t disappear in spelling. “We used to do that” or “We were supposed to do it this way.”

Very, really, quite (and other intensifiers) Like basically, these words seldom add anything useful. Try the sentence without them for improvement.

Events to Come

- 4 **Grad Prep & Seminar**
2 - 3 p.m., Devlin Hall, Rm. 106
“Closing the Semester”
- 10 Last Day of Classes
- 11 Study Day
- 12-18 Finals
- 13 Fall Commencement
- 24-1/3 Holiday Shut-down - Campus Closed

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- 4 Campus Re-Opens
- 12 - 13 **Campus Visits to Kansas Universities**
- 18 Dr. Martin Luther King Jr. Holiday
- 20 **1st Day of Classes**
- 29 **Research Assembly Meeting**
3 - 4 p.m., Devlin Hall, Rm. 106
Literature Review/Five Slide Presentation Due

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- 5 **Grad Prep Meeting** (2 - 3 p.m.)
Devlin Hall, Rm. 106
Dr. Cheryl Adams, Dean of Students
“Networking and Mentor Selection”
- Research Assembly Meeting** (3-4 p.m.)
Penney Warfel, Office of Research Administration
“The IRB Process”
- 9 **National TRIO Day Celebration**
9 a.m. - 2 p.m., Hughes Metroplex
- 12 **Communication Fitness** (2 - 3 p.m.)
McNair Computer Lab, GWA, Rm. 166
- 13 **Faculty-Led Seminar** (10 - Noon)
Devlin Hall, Rm. 106
Dr. Deborah Soles, Philosophy
“Writing for Publication”
- 26 **Grad Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106
Dr. Michael Birzer, School of Community Affairs
“Social Skills and Professionalism”

Someone Like Me?



Kishan Lara, PhD

Education, Arizona State University

Kishan Lara, is the daughter of Walt and Callie Lara of the *Hoopa tribe* and the youngest of seven siblings. She attended **Humboldt State University** at age 16, earning a Bachelor's degree in Native American studies. She earned a master's degree in linguistics at the **University of Arizona** in Tucson, Ariz., and completed her doctorate at **Arizona State University** -- all while working in tribal schools and teaching courses at HSU and Arizona State.

Growing up in a Native American community where “research” was a dirty word, Lara had seen the plundering of her ancestors’ burial sites and the insensitive probing by researchers, archaeologists and university students. She was the last person who expected to study her own people, the *Hupa/Yurok tribes* of northern California. She wanted to protect the inherent rights, beliefs and concepts of her people, and she realized the best way to do this was through education. She saw firsthand the feelings of exploitation and sadness on the part of the tribe.

When Lara entered the doctoral program in education at Arizona State University, she resisted starting the research necessary for her dissertation. However, she consulted an elderly Yurok couple about her dilemma, they said, “If anyone is going to research our people, it should be one of our own, someone that respects our way and wants to do right by us. We have things we want to say, things that we want remembered.”

Lara’s dissertation “titled ‘Conceptions of Gifted-ness on the Hoopa Valley Indian Reservation,’ explored and identified concepts of giftedness, supports the development of transformative knowledge and validates the in-digenous epistemologies.” She explored her community’s concepts of giftedness, which are distinct from western concepts of giftedness and believes that schools need to approach education from a community context, incorporating Indigenous knowledge.

Others found Lara an inspiration for other Indian students to follow their dreams and aspirations. **Marcellene Norton**, a Klamath Trinity Joint Unified School District board member states “Kishan’s dissertation demonstrates unique giftedness among Indian children that is not considered part of the educational norm, but should be included as a category of gifted. Her work, validates other research that states Indian students excel when their education includes culturally based curricula interwoven with standards-based education.” Norton is also a Hoopa tribal member, an educator/administrator and grandmother of school-age children.

Lara’s current plans are to continue research that will shift the paradigm of education in indigenous communities, teach at the university level and provide professional development for teachers and administrators in schools and communities that serve Indian students. She will continue to encourage, support and challenge Indian students in the community to take the journey to higher education. While there isn’t “a blueprint to follow,” she said, “each experience is a process. I believe my work has just begun in so many ways. I foresee members of our community represented among the professors and administrators in our colleges and universities.”

GRAD-CONNECT

Senior Rule: An option for Graduate School

As students get closer to completing their bachelor's degree and preparing for graduate school, Senior Rule is a wonderful option to get a head start on a graduate education.

What is Senior Rule?

Most universities offer qualifying seniors the option to take graduate courses and receive credit while still an undergraduate. At Wichita State University, the Senior Rule option allows students who are within 10 hours of graduating and who have a 3.0 or above GPA in their major and upper division courses to take graduate level courses. This is done in addition to the requirements for receiving the bachelor's degree. Students who take these courses will receive graduate credit upon completion of their bachelor's. This gives the student a "heads up" because they have completed some graduate courses prior to entering a graduate program.

How does one apply for Senior Rule?

The first step in applying for Senior Rule is to be admitted to the graduate school. Once admitted, students will complete an application for Senior Rule and make submission two weeks prior to the semester in which Senior Rule will be implemented. In addition, approval is needed from the student's major advisor, department chairperson or graduate coordinator, undergraduate dean of the student's college and the Graduate School Dean before any classes can be taken for graduate credit as an undergraduate.

Does one pay undergraduate tuition for graduate courses?

No, the courses that are specifically geared for graduate credit will be charged graduate tuition. However, all undergraduate courses will be assessed undergraduate tuition.

Can students transfer graduate credits under Senior Rule to another institution?

Most graduate courses are transferable to other universities. However, students must contact the institution they plan to attend to find out what courses are transferable.

For more information:

Carrie Henderson, Admissions Coordinator
Wichita State University
1845 Fairmount
Wichita, Kansas 67260
316-978-6602



**WICHITA STATE
UNIVERSITY**
TRIO PROGRAMS
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McNair Facts *Did You Know?*

In 1978,
Ronald E. McNair was
one of thirty-five
applicants selected for the
astronaut program from
a pool of ten thousand.
He was also nationally
recognized for his work in
the field of laser physics.



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.

