

“The Doctor”

McNair Scholars Program

Division of Campus Life and University Relations

National TRIO Day Observance

In 1986, the 99th Congress passed a resolution urging people to celebrate National TRIO Day. This observance calls attention to TRIO programs (initially three programs) and their place in the federal strategy to ensure equal educational opportunity in higher education. These programs enable Americans to successfully enter college and graduate regardless of economic circumstance, race, or ethnic background.

On Thursday, February 17, 2011, the Wichita State University TRIO Programs (**Communication Upward Bound, Disability Support Services, Educational Opportunity Centers Program, McNair Scholars Program, Student Support Services, Talent Search-Project Discovery, Upward Bound Math/Science Regional Center, Upward Bound/Wichita Prep, and Veterans Upward Bound**) along with **GEAR UP, and The Office of Disability Services** celebrated National TRIO Day. **Tyrone J. Flowers, J.D.**, was keynote speaker. He is the founder and president of Higher M-Pact, a non-profit, community-based organization that focuses on mentoring, and developing and restoring hope in the lives of high-risk urban youth, their families and communities. Higher M-Pact encourages youth to turn their obstacles into opportunities and create a foundation for success.

Flowers holds an associate's degree from MCC-Penn Valley, a bachelor's degree from the University of Missouri-Columbia, and a juris doctorate degree from the University of Missouri School of Law. Flowers, a TRIO alum, is the first person in his family to obtain a college degree.

Now Accepting Applications

The McNair Scholars Program is looking for new participants for the 2011 - 2012 academic year. To be eligible for the Program, students must meet the following criteria:

- U.S. citizen or permanent resident status
- Enrolled at WSU full-time with sophomore, junior or senior standing (40 -90 credit hours)
- Have a minimum cumulative GPA of 2.75 or 3.0 in the last 60 credit hours
- Be a first-generation student with low income or a member of a group traditionally underrepresented in graduate education (African American, American Indian/Alaskan Native, Hispanic/Latino, Native and Hawaiian/Pacific Islander)

The Program is designed for students interested in pursuing a doctoral degree. Support and services for graduate school planning include graduate school exploration, tutoring, research opportunities, faculty mentoring, writing assistance, GRE preparation, attending and presenting at conferences, and opportunities to be published in scholarly journals.

The application period is March 1 - April 18, 2011. Students may stop by the McNair Office, located in Grace Wilkie Annex, Room 173B, to pick up an application. *Faculty and staff may also contact the office with names of potential candidates.*

Happy Birthday!

The staff wishes a Happy Birthday to those celebrating during March, April & May!

Cindy Smith - 3/15

Francis Nguyen - 3/17

Rachel Jacobs - 5/8

Christina Johnson - 5/13

Sara Gomez - 5/17

Traniece Bruce - 5/21

Marissa Barnes - 5/30

*McNair Scholars Program:
Keys to Success in College and Life*

Grammatically Speaking

Preventing Plagiarism

With classes in full swing, many students are writing papers and have to take extra precautions to avoid plagiarism. Unfortunately, not everyone has a clear understanding of what plagiarism is.

According to the *Merriam-Webster Online Dictionary*, to “plagiarize” is:

- To steal and pass off (the ideas or words of another) as one’s own.
- To use (another’s production) without crediting the source.
- To commit literary theft.
- To present as new and original an idea or product derived from an existing source.

All of the following are considered plagiarism:

- Turning in someone else’s work as your own
- Copying words or ideas from someone else without giving credit.
- Failing to put a direct quotation within quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

How to Prevent Plagiarism when Writing:

- Talk With Your Instructor About:
 - Concerns with writing.
 - Issues citing sources.
 - How to avoid plagiarizing.
- Plan Your Paper:
 - Are you going to use other sources of information?
 - How are you going to include them in your paper?
 - Find a balance between the ideas you have taken from other sources and your own, original ideas.
 - Write an outline or come up with a thesis statement in which you clearly formulate an argument about the information you find to help establish the boundaries between your ideas and those of your sources.

• Take Effective Notes:

- Take thorough notes from all of your sources.
- Keep notes organized.
- To avoid confusion, make sure you clearly distinguish your own ideas from those you find elsewhere.
- Get in the habit of immediately marking page numbers and making a record of bibliographic information or web addresses for every source.

Writing Your Paper:

• When in Doubt, Cite Sources:

- Of course you want to get credit for your own ideas, but if it is unclear whether an idea in your paper really came from you or whether you got it elsewhere and just changed it a little, you should always cite your source.

• Make It Clear WHO Said WHAT and Give Credit to the Right Person:

- Make sure, when mixing your own ideas with those of your sources, you always clearly distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns.

• Know How to Paraphrase:

- Paraphrasing is restating someone else’s ideas in your own words. You must:
 - * change both the words and the sentence structure of the original without changing the content.
 - * you must still cite the source even though you used your own words.

• Evaluate Your Sources:

- Not all sources are good sources, whether web or literary. Make sure you know the authors, where they got their information, and when they wrote it.

The information from this article is from the plagiarismdotORG Web site. This Web site offers useful tools, tips and how-tos for the novice and the established writer for correctly citing sources in hopes of preventing plagiarism.

Make Listening One of Your Best Communication Skills

We remember between 25% and 50% of what we hear during a 10-minute conversation. Clearly, listening is a skill we can all improve. Sales experts offer sound advice to help renew listening skills.

Maintain an alert posture.

Do not slouch. Stand or sit so you can devote full, active attention to the other person. Good eye contact is key. Do not stare directly at the person speaking, rather keep coming back to the speaker's face regularly and frequently. Try an actor's trick of looking at the speaker's forehead, instead of his or her eyes, to maintain a direct positive focus.

Get rid of barriers and interruptions.

Turn off your cell phone. If you are networking at a conference, find a private corner for conversation. Show the other person you value your time with them. This will also help you focus your concentration on the immediate situation.

Do not dominate the situation.

Resist the temptation to always be the center of attention, or that which puts you at the center of the discussion. Prompt others for more information by saying, "Tell me more" or "Why is that important?"

Do not offer solutions too quickly.

Wait before offering any advice. Ask questions like, "What would you like to do about that?" or "What action would make a difference here?" This will create a sense of conversation and/or dialogue to whatever is being discussed.

Source: Mind Tools: <http://www.mindtools.com/CommSkil/ActiveListening.htm>
COMMUNICATION Solutions, January 2011. www.comsol.biz

Spring Break
March 21 - 27

Events to Come

MARCH

- 4 **Communication Fitness** (2 - 3 p.m.)
Devlin Hall, Rm. 106
- 5 **Faculty-Led Seminar** (10 a.m. - Noon)
Devlin Hall, Rm. 106
Dr. Rhonda Lewis
"What it Took to Receive my Doctorate"
- 11 **Grad Prep Meeting** (2 - 3 p.m.)
Devlin Hall, Rm. 106
Connie Dietz, Cooperative Education
"Portraying a Professional Image"
- Research Assembly Meeting** (3 - 4 p.m.)
Devlin Hall, Rm. 106
McNair Staff
"Parts of a Manuscript"
- 17 **Grad Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 104
McNair Staff
"The Backup Plan"

APRIL

- 1 **Grad Prep Meeting** (2 - 3 p.m.)
Devlin Hall, Rm. 106
Dr. Greg Buell, Counseling & Testing
"Stress Management"
- Research Assembly Meeting** (3 - 4 p.m.)
Devlin Hall, Rm. 106
McNair Staff
"Style & Grammar"
- 15 **Communication Fitness** (2 - 3 p.m.)
Devlin Hall, Rm. 106
- 16 **Faculty-Led Seminar** (10 a.m. - Noon)
Devlin Hall, Rm. 106
Graduate School Panel

MAY

- 26 **Grad Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106
JoLynn Bright, Financial Advisor
"Managing your Debt While in Graduate School"
- 7 **Grad Prep Meeting** (2 - 3 p.m.)
Devlin Hall, Rm. 106
McNair Staff
"Closing the Semester"
- Research Assembly Meeting** (3 - 4 p.m.)
Devlin Hall, Rm. 106
McNair Staff
"5-Slide Presentation and Research Concerns"

Someone Like Me?

Celebrating Women with Doctorates During the Month of March



Yvonne A. Clearwater, Ph.D.: Psychologist

Dr. Yvonne A. Clearwater works as a design research psychologist, applying formal research methods, findings and theory from social sciences to the design of complex and often highly-specialized human systems and settings, ranging from challenging architectural problems to advanced informational environments and products.

Clearwater works for NASA as a senior principle investigator and research psychologist managing and conducting projects, testbed development manager, government industry liaison, and as an information designer. She serves as one of NASA's top international authorities on the psychological implications of long-duration space flight. She has conducted extensive research and advised mission planners and designers on the human-performance and environmental-design determinants of living and working in isolated and confined settings.



Jewel Plummer Cobb, Ph.D.: Cell Biologist

After receiving her master's degree and doctorate in cell physiology from *New York University*, Dr. Jewel Plummer Cobb entered the National Cancer Institute with a post-doctoral fellowship. Her research involved designing new experiments to compare the in vitro effects of chemotherapeutic agents on tissue with the in vitro effects on the same tissue obtained from the patient.

Cobb returned to New York University and entered phasic cell research in the cancer chemotherapy program. Her research on normal and malignant pigment cells continued for 22 years. Her publications in this field include 50 books, articles, and other scholarly reports. She became an influential promoter of programs which increased girls', women's and minority students' interest in scientific careers. She has been awarded 18 honorary doctoral degrees.



Shirley Ann Jackson, Ph.D.: Theoretical Physicist

Dr. Shirley Ann Jackson, physicist, was the first African American woman to receive a doctorate from the *Massachusetts Institute of Technology* (MIT), which she completed in 1973. She studied and conducted research in subatomic particles at the Fermi National Laboratory in Batavia, Illinois, and at AT&T Bell Laboratories, where she examined the fundamental properties of various materials. Jackson also conducted research at the European Center for Nuclear Research in Switzerland, where she explored theories of strongly interacting elementary particles.

Jackson was appointed as the chair of the Nuclear Regulatory Commission (NRC) in 1995. She is the current president of the *Rensselaer Polytechnic Institute*. In 1998, she was inducted into the National Women's Hall of Fame for her significant contributions as a distinguished scientist and advocate for science education.



Elizabeth Goode, D.M.A.: Flutist

Dr. Elizabeth Goode is Professor of Music at *Valdosta State University*, where she teaches flute, flute choir and ensembles, music theory, and ear training. Currently, Goode serves as principal flutist of the Valdosta Symphony Orchestra, the Albany Symphony Orchestra, and with the faculty woodwind quintet. She was previously a member of the Knoxville Symphony Orchestra, the Oak Ridge Symphony, the New Haven Symphony, Eastern Connecticut Symphony, and the Orchestra New England. Goode previously taught flute and music theory at the *University of Tennessee* and *Maryville College*. She has been a featured performer and presenter at recent National Flute Association, College Music Society, and Music Educator's National Conference conventions, and at universities, flute workshops and festivals throughout the United States. Her article, "Good Vibrations: A Practical Approach to Intonation," was published in *Flute Talk* magazine, a division of *The Instrumentalist*.

GRAD-CONNECT

What It Takes to be a Good Decision Maker

Good decision makers share some common personality traits. Not all of us are born with these qualities, but we can learn and develop them.

Analytical Ability:

Good decision makers are able to divide a problem into parts, identify and integrate relevant facts, and envision the consequences of their choices.

Conceptual Ability and Logic:

Effective decision makers can make sense of a large array of gathered facts. They pull them together into one concept and find the root of the situation.

Intuitive Judgement:

Up to a point, good decision makers look at a situation analytically and logically, but intuition or “gut feeling” may also come into play. Contrary to popular belief, intuitive ability is not some magical skill; it is the ability to synthesize past experiences and knowledge and see similar patterns and solutions in current situations.

Intuition is especially important when you need to make an immediate decision, or when you do not have all the facts, or the facts are unclear. Good decision makers do not rely on intuition exclusively, even in the most uncertain situations.

Creativity:

Good decision makers encourage new ideas or fresh approaches, recognizing that additional material is often necessary to make choices. Even if they are not creative or able to generate original ideas, they recognize and solicit input from those who can.

Tolerance:

Good decision makers tolerate ambiguity and frustration and are able to cope with uncertainties. They have the ability to deal continuously with difficulties and frustrations without becoming discouraged.

Open-mindedness:

Good decision makers make an effort to listen to others and are receptive to their comments and suggestions. They are open to considering new information and data from a variety of sources.

Positive Self-image:

Confidence is vital to good decision making. Except in making the most routine of decisions, there is seldom a perfect solution. Without self-confidence, decision makers often fall into the trap of indecisiveness. “To make good decisions, you need confidence in your judgement,” former New York Mayor Ed Koch once said. “We all make bad decisions, but the important thing to remember is not to worry too much about them. Otherwise, you will never do a thing.”



WICHITA STATE
UNIVERSITY
TRIO PROGRAMS
McNair Scholars Program

McNair Scholars Program

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The Wichita State University McNair Scholars Program has served **209** students since 1995, of which **178** students have graduated with bachelor’s degrees and **70** with master’s degrees. Seven (7) students are currently enrolled in doctoral programs, and **13** students have graduated with doctorate degrees.

McNair Facts: Did You Know?



NOTICE OF NONDISCRIMINATION

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 established 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.

