



# “The Doctor”

## McNair Scholars Program

Division of Campus Life and University Relations

### Ronald E. McNair

#### 16th Annual Closing Symposium

On July 29, 2011, fifteen McNair Scholars and two EPSCoR Scholars will showcase their research findings before family, friends, faculty and administration during the Closing Symposium in the Rhatigan Student Center Regents Room 203 from 8:00 a.m. - 3:30 p.m. This is in preparation for graduate study and the pursuit of a doctoral degree.

Scholars representing disciplines from chemistry to social work and music performance to communication sciences disorders, put in 200 plus hours working with Wichita State faculty research mentors learning research methodology, test design, literature searching and writing techniques in preparation for the Closing Symposium.

### GRE Summer Workshop

June 20, 21 & 22, 2011

9:00 a.m. - 1:00 p.m.

Room 103 Devlin Hall

presenters include:

**Deborah Soles, Ph.D.**

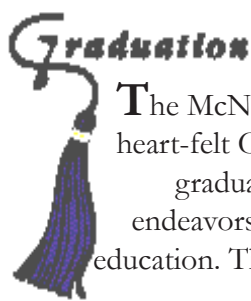
**Philosophy**

**Rebecca Rawls**

**English &**

**Sandy Darry**

**Mathematics**



The McNair Scholars Program extends a heart-felt CONGRATULATIONS to our graduates. May they soar in their endeavors as they pursue their graduate education. The 2010 - 2011 Graduates are:

**Joi Bell**  
**Traniece Bruce**  
**Jeanette De La Torre**  
**Veronica Ealey Pyles**  
**Lauren Hudson**  
**Christy James**  
**Philip Levy**  
**Antony Ngicu**  
**John Williams**

**Philip Pettis (alumnus)**  
**Adella Rucker (alumna)**

### Happy Birthday!

The staff would like to wish a Happy Birthday to those celebrating during the months of June, July & August

**Yolanda Byers - 6/6**  
**Sarah Cummings - 6/11**  
**Shukura Bakari-Cozart - 6/19**  
**Tammy Lowe - 6/22**  
**LaWanda Holt-Fields - 7/2**  
**Monica Williams - 7/2**  
**Elka Garcia - 7/11**  
**Immanuel Thompson - 8/6**



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



## Grammatically Speaking

### Steps for Revising Papers

According to the the Purdue OWL

On-line lab, proofreading is primarily about searching your writing for errors, both grammatical and typographical, before submitting your paper to an audience (a teacher, a publisher, etc.). Use this resource to help you find and fix common errors.

#### Find your main point:

- ✿ What are you trying to say in the paper? Try to summarize your thesis or main point and the evidence you are using to support that point. Try to imagine that this paper belongs to someone else. Does the paper have a clear thesis? Do you know what the paper is going to be about?

#### Identify your readers and your purpose:

- ✿ What are you trying to do in the paper? Are you trying to argue with the reading to: analyze, evaluate, apply the reading to another situation, or accomplish another goal?

#### Evaluate your evidence:

- ✿ Does the body of your paper support your thesis? Do you offer enough evidence to support your claim? If you are using quotations from the text as evidence, did you cite them properly?

#### Save only good pieces:

- ✿ Do all of the ideas relate back to the thesis? Is there anything that doesn't seem to fit? If so, you either need to change your thesis to reflect the idea or cut the idea.

#### Tighten and clean up your language:

- ✿ Do all of the ideas in the paper make sense? Are there unclear or confusing ideas or sentences? Read your paper out loud and listen for awkward pauses and unclear ideas. Cut out extra words, vagueness, and misused words.

#### Avoid overusing the passive voice:

- ✿ Do you see any problems with grammar, punctuation, or spelling? If you think something is wrong, you should make a note of it even if you don't know how to fix it. You can always talk to a writing lab tutor about how to correct errors.

#### Switch from Writer-Centered to Reader-Centered:

- ✿ Try to detach yourself from what you've written; pretend you are reviewing someone else's work. What would you say is the most successful part of your paper? Why? How could this part be made better? What would you say is the least successful part of your paper? Why? How could this part be improved?

Source: Purdue OWL. General Writing, Research and Citation, Teaching and Tutoring, Subject Specific Writing: <http://owl.english.purdue.edu/owl/resource/561/05/>

## Summer Research Seminar

Dr. Marlene Schommer-Aikins, professor of Education Psychology in the Counseling, Educational and School Psychology (CESP) Program, will lead a seminar to acquaint McNair and EPSCoR students with research concepts, including sampling, methodology and research design. A research methods course is required of students wishing to conduct research; this seminar offers an introduction as well as aid students in writing their research proposals. This is the 12th year that Schommer-Aikins has worked with the Program. The research seminar is three days (Monday, Tuesday and Wednesday) during the week of June 5, 2011, from 1:00 - 3:00 p.m. in room 327, Hubbard Hall. Students receive six hours toward their research requirement upon the conclusion of the three-day seminar. Space is limited to 10 students.

*We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.*

*~ Max de Pree*

## Preparing Presentations for the Symposium

As McNair Scholars make those final preparations for presenting their research at the Closing Symposium, one word of advice: practice, practice, practice and practice some more. The following is a list of items to consider as one prepares to present at a conference.

**Sound:** How soft or loud are you speaking? Will the audience be able to hear you?

**Diction:** How clearly are you speaking? Are you pronouncing words correctly?

**Speed:** Are you speaking too fast or too slow?

**Use of Presentation Tools:** How well do you know your PowerPoint presentation or how to use a laser pointer? Are you using note cards?

**Knowledge of Topic:** How well do you know your topic and the information you have about your topic?

**Eye Contact:** Are you connecting with the audience? Does it appear that you are reading either your PowerPoint verbatim or reading your paper? You should not be!

**Time Management:** Is your presentation too short or too long? Time yourself.

**Enthusiasm:** Are you passionate about your research? Do you have confidence in your topic?

**Closing:** How strong is your closing?

**Other Things to Watch for:** Saying “ah,” “uhm,” “so,” “you know” and “like.” Watch for fidgeting with hair, clothing, presentation props or tools.

**Mock Presentations will be held July 13 - 22, 2011 in order to fine tune presentation and presenting skills. They are mandatory. See Shukura Bakari-Cozart to schedule times.**

## Events to Come

JUNE

- 3 Research Assembly Meeting (2 - 3 p.m.)  
Devlin Hall, Rm. 106  
“Writing and Editing,” Rebecca Rawls  
Abstract Rough Draft Due
- 6-8 Summer Research Seminar (1 - 3 p.m.)  
Hubbard Hall, Rm. 327  
Dr. Marlene Schommer-Aikins, CESP
- 17 Final Abstract Due
- 20-22 GRE Workshop, (9 a.m. -1 p.m.)  
Devlin Hall, Rm. 103

JULY

- 1 Manuscript Rough Draft Due
- 4 **Happy 4th of July!**
- 8 Research Assembly Meeting (2 - 3 p.m.)  
Devlin Hall, Rm. 106  
“Presentation Skills”  
LaWanda Holt-Fields, McNair Director
- 11-22 Mock Presentations
- 19 Mock Presentation UBMS 4:15 - 5:15 p.m.  
Room 231 Hubbard Hall
- 20 Poster Board Presentation Approval
- 22 Summary Rough Draft Due
- 27 **Final Summary and All Research Materials Due**
- 29 **16th Annual Closing Symposium**  
(8:30 a.m. - 3 p.m.), Rm. 203,  
Rhatigan Student Center

AUGUST

- 18 McNair Orientation (Noon - 5 p.m.)  
Devlin Hall, Rm. 106
- 22 First Day of Classes

## Someone Like Me?

### Raymond L. Johnson, Ph.D.: Mathematician



Dr. Raymond L. Johnson grew up in Alice, Texas, where he attended an all black, two-room schoolhouse with four grades per room. There was a new elementary school close to his house, but it was restricted to white and Hispanic citizens. Johnson walked six blocks past the new school to attend his two-room school. One advantage of the small school was that the teachers knew the students well and because Johnson's grandfather taught him to read, Johnson skipped two grades. Johnson also learned some mathematics from his grandfather and did well in the subject as a result.

When Johnson entered high school, he was lucky enough to be affected by a transitional event in American history: the launch of Sputnik by the Russians. Following the launch, there was substantial effort put into improving science education in this country. During this time, one of the high school teachers in Alice, **Mr. Larry O'Rear**, sought further training in science and mathematics at the *University of Texas* and offered enriched courses (which Johnson took) and morning enrichment classes in Alice, which covered material not found in Johnson's textbooks. Eventually, O'Rear referred Johnson to his teacher at the *University of Texas*, **Dr. H. B. Curtis**, after Johnson received a National Merit Scholarship.

Johnson attended college at the *University of Texas*, which was partially integrated in the 1950s: dorms, sports, and most aspects of campus life remained segregated. The segregation upset black students, who protested to no avail. "We paid the same fees as everyone else, but were denied access to certain facilities that our money supported," said Johnson. It was then that Johnson decided to major in math because he had enjoyed the subject in high school, and he felt his career opportunities were limited.

Johnson took reading courses with Curtis and became an applied math student. He owes much of his success in mathematics to Curtis, who guided Johnson from entry into the university to graduate school.

When he began graduate school, Johnson was affected by another transition in American society: the integration of *Rice University* in Houston, Texas a private university. The founder of the college stated in his will that Rice should educate the white citizens of Texas, but in 1962, the university decided to stop limiting access to whites only. Curtis earned his Ph.D. from *Rice* and recommended Johnson attend; Curtis planned to spend a year-long sabbatical at *Rice University* and helped ease Johnson's transition. Johnson applied, was admitted for a year as a research associate, and eventually was admitted as a regular student in 1964. He nearly left the university after his first year when he discovered that he was receiving less money than other students. However, he applied for and received a National Science Foundation (NSF) graduate fellowship, and chose to stay. In 1969, Johnson was the first African-American to graduate from *Rice University*.

Johnson's final transition occurred as he finished graduate school: moving to the East Coast. His advisor, **Dr. Jim Douglas, Jr.**, helped Johnson receive an appointment at the *University of Maryland, College Park*, where he was the first African-American to be appointed in the mathematics department.

Although the adjustment to life at *College Park* on the non-mathematical side was not easy for Johnson, he was promoted to chair of the Mathematics Department, eventually becoming the longest tenured African-American faculty member at the *University of Maryland, College Park*. Along with research and teaching, Johnson actively recruits African-American students into the graduate mathematics program and works with them to keep attrition levels low. He has personally mentored 23 students who have received Ph.D. degrees in mathematics, of whom 22 are African-Americans and eight are females.

# GRAD-CONNECT

## Conflict Resolution Mistakes to Avoid

**G**ood communication skills are important to be successful, enhance relationships, and get one's point across in effective ways. When conflict arises, one must be aware of negative communication patterns to avoid or resolve conflict. Below are some examples of negative communication patterns that can exacerbate conflict in any type of relationship. How many sound familiar to you?

**Avoiding Conflict Altogether:** Rather than discussing building frustrations in a calm, respectful manner, some people don't say anything until they are ready to explode in an angry, hurtful way. The less stressful route seems to be avoiding an argument altogether, but may cause more stress to both parties: as tensions rise, resentments fester, and a bigger argument eventually results. It's usually healthier to address and resolve conflict.

**Being Defensive:** Rather than addressing complaints with an objective eye and a willingness to understand the other person's point of view, defensive people steadfastly deny any wrongdoing and refuse to consider that they are contributing to a problem. Denying responsibility may alleviate stress temporarily but creates long-term problems when unresolved conflicts continue to grow.

### **Overgeneralizing:**

Some people blow situations out of proportion by making sweeping generalizations. Avoid starting sentences with, "You always..." and "You never..." like "You always come home late!" or "You never do what I want to do!" Stop and think about whether these statements are true. Also, don't stir up more negativity by bringing up past conflicts to throw the discussion off topic. This stands in the way of true conflict resolution and increases the level of conflict.

### **Being Right:**

It's damaging to decide there's a 'right' way to look at things and a 'wrong' way to look at things and that your way of seeing things is right. Don't demand others see things your way, and don't take it as a personal attack if they have a different opinion. Look for a compromise or agree to disagree, and remember that there is not always a 'right' or a 'wrong' way and that two points of view can be valid.

### **Attacking Character:**

Some people take negative actions from another and blow them up into personality flaws. (For example, if a woman wants to discuss a problem with a relationship, she may be labeled 'needy,' 'controlling' or 'too demanding.') This creates negative perceptions on both sides. Remember to respect people, even if you don't like their behavior.

### **Forgetting to Listen:**

Some people interrupt, roll their eyes, or rehearse what they're going to say next instead of truly listening and attempting to understand others. This keeps them from seeing others' points of view. Do not underestimate the importance of listening and empathizing with other people!

### **Playing the Blame Game:**

Some people handle conflict by criticizing and blaming the other person for the situation. They see admitting to their own weaknesses as weakening their credibility, avoid it at all costs, and even try to shame the other person for being 'at fault.' Instead, try to view conflict as an opportunity to analyze a situation objectively, assess the needs of both parties involved, and come up with a solution that helps everyone.



WICHITA STATE  
UNIVERSITY  
TRIO PROGRAMS  
*McNair Scholars Program*

## McNair Scholars Program

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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.
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4. This prohibition against retaliatory conduct applies regardless of the merits of the initial complaint of illegal discrimination.

### *McNair Facts: Did You Know?*

The Ronald McNair Post-Baccalaureate Achievement Program is dedicated to providing research-related experiences and academic support to undergraduates who are interested in pursuing a doctoral-level degree.

