WICHITA STATE UNIVERSITY
TRIO PROGRAMS
McNair Scholars Program

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June - August 2012

"The Doctor"

McNair Scholars Program

Division of Campus Life and University Relations

Ronald E. McNair 17th Annual Closing Symposium

On July 27, 2012, fifteen McNair Scholars and one EPSCoR Scholar will showcase their research findings before family, friends, faculty and administration during the Closing Symposium at the Wichita State Hughes Metropolitan Compltex, Sudermann Room, 132 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 STEM disciplines, social sciences, fine arts and the humanities committed to 200 plus hours of research, working with Wichita State faculty learning research methology, test design, literature searching and writing techniques in preparation for the Closing Symposium. The following students will showcase their research:

McNair Scholars

Michelle Asombwile
Dr. Ryan Alexander
Criminal Justice

Courtney Berry
Dr. Darron Smith
Physician Assistant

Sarah Cummings
Dr. Richard Armstrong
Communication

Kristina Durham
Dr. Michael Birzer
School of Community Affairs

Jamie Farrelly
Dr. James Snyder
Psychology

Elka Garcia
Dr. William Hendry
Biology

Ator Ighalo
Dr. Robert Manske
Physical Therapy

Christina Johnson
Dr. Steven Oare
Music Education

Amy Leiker
Dr. Jens Kreinath
Anthropology

Tammy Lowe
Dr. Kenneth Pitetti
Physical Therapy

Francis Nguyen
Dr. Thomas Delillo
Mathematics

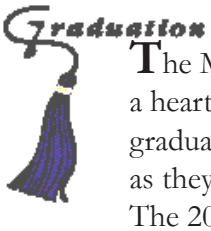
Kia Porter
Dr. Jennifer Pearson
Sociology

Rebecca Rodriguez
Dr. Ronald Matson
Sociology

Monica Williams
Dr. Jeri Carroll
Education

EPSCoR Scholar

Migdalia Maldonado
Dr. Rui Ni
Psychology



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 2011 - 2012 Graduates are:

Michelle Asombwile - Criminal Justice
Courtney Berry - Health Service Management
Ashanti Carr - Social Work
Kei-Ashia Cosey - Social Work
Elka Garcia - Biology
Sara Gomez - Communication
Rachel Jacobs - Chemistry
Sophia Johnson - Communicative Disorders
Cierra Rhodes (King) - Exercise Science
Amy Leiker - Communication & Anthropology
Francis Nguyen - Mathematics
Carnell Roberts - Business Management & Women's Studies
Rebecca Rodriguez - Sociology
Immanuel Thompson - Criminal Justice

Jessica Hutton (alumna) - Social Work
Melody Garst (alumna) - Ph.D. Counseling Psychology

Enhance Your Knowledge With McNair

Grammatically Speaking

The Revision Process

According to Editing@suite101, the revision process does not only consist of correcting technical errors, but it also consists of rewriting, rewording and rereading. The following are five steps to revising for precision, clarity and accuracy.

Critically Compare the Copy with Original Goals and Intentions:

- Evaluate the first draft's information, themes, and overall writing.
- Compare it to your original goals and ideas.
- Does the draft match your original intention, fall short of your original intention, or surpass your original intention?
- Reassess the piece and omit areas that do not match your original or reevaluated goals.

Adjust the Shape and Presentation for Highest Impact and Readability

- Make necessary changes to the outline, overall shape and presentation of the article/paper.
- Changes should be made to ensure accuracy and clarity to boost drama and overall impact of the document.

Rewrite Words and Phrases to Sharpen Focus and Smooth Syntax

- Zoom in on critical phrasing and word choice.
- Adjust and phrase sentence structure line by line and paragraph by paragraph to ease transitions and overall readibility of document.
- Use words to evoke a desired response from readers.

Fix Typos, Correct Word Omissions, and Cut Unnecessary Words

- Correct careless errors, grammatical mistakes, and spelling errors.
- Check carefully for word or letter omissiion, repeated words and phrases, and general typing mistakes.
- Take extra care to make sure words are spelled correctly, and used corectly (*Their* going to win instead of *they're* going to win).
- Omit unnecessary words, phrases or even paragraphs.
- Ensure each word, phrase and paragraph has a purpose and adds to the piece.

Fine Tune the Piece and Double Check Facts and Name Spellings

- Zoom back out of the piece by reading and rereading it as a whole, coherent work of writing. Does the piece have the overall impact and themes you desired? Does it flow naturally? Can it be made any better through reorganization or rewriting? If so, rework other stages of editing until the writing is the best it can be.
- Double check all facts, quotes, and name spellings.
- Allow the writing to rest for a few minutes, or weeks depending on deadline limitations, and do a final read through before submitting to an editior.
- Remember that the revision process does not solely consist of correcting technical errors, but it also consists of rewiting, reworking, and rereading to ensure the piece submitted is accurate, well-written, and impacting.

Source: Editing@suite101, The Revision Process. Megan B. Wyatt, July, 2009. http://suite101.com/article/the-revision-process-a133538

Summer Research Seminar

Dr. Marlene Schommer-Aikins, professor of Education Psychology in the Counseling, Educational and School Psychology (CESP) Program, led 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 aids students in writing their research proposals. This is the 13th year that Schommer-Aikins has worked with the Program. The research seminar was three days (Monday, Tuesday and Wednesday) during the week of June 3, 2012, from 1:00 - 3:00 p.m. in room 327, Hubbard Hall. Students received six hours toward their research requirement upon the conclusion of the three-day seminar. Space was limited to 10 students.

Mock Presentations will be held July 9 - 20, 2012 in order to fine tune presentation skills. They are mandatory. See Shukura Bakari-Cozart to schedule times.

Someone Like Me?

Essie Rutledge, Ph.D. - Sociologist
Emerita, Western Illinois University

Essie Rutledge was born in Alabama in 1934 during the height of The Great Depression. Her father was a farmer and her mother worked as a domestic. When Rutledge's parents divorced, she moved with her mother to St. Petersburg, FL. During the late 1940s and early 1950s, St. Petersburg public school system was segregated racially so Rutledge attended all black schools through high school. Barriers to educational integration continued even after the *Brown v. Board of Education Supreme Court decision in 1954* when Rutledge's brother was denied access to public universities despite being class valedictorian at his high school.

When Rutledge completed her high school education, she earned a scholarship for nursing school in Atlanta. However, the scholarship did not cover living expenses, so she could not attend. Rutledge was later admitted to *Florida A&M University* under a work scholarship. She was initially interested in social work, but later learned that African Americans were excluded from social work jobs in Florida. Rutltdge then decided to major in sociology. As an undergraduate at Florida A&M., Rutledge became a member of the American Sociological Association.

After Rutledge earned her bachelor's degree, she was offered a teaching position at a junior college in Florida, but had to first complete a master's degree to teach at the institution. Again, she encountered discrimination. According to Rutledge, when she applied to the *University of Florida,* the school made an interesting offer. "Florida paid my tuition to go out of state because they would not admit me to their school." Florida's loss was the *University of Wisconsin-Madison's* gain.

Rutledge earned her M.A. in sociology at the *University of Wisconsin-Madison* in 1964 and went on to a full-time teaching career at *Gibbs Junior College* in St. Petersburg, FL. Unfortunately, during this period, Gibbs Junior College (a predominately black school) was merged with *St. Petersburg College* (a predominately white school), and several teachers from Gibbs were not retained during the merger. Rutledge and other black faculty who lost their jobs filed a lawsuit against the school district alleging racial bias in the personnel decisions. The case went all the way to the U.S. Supreme Court. During this time, the National Education Association offered a stipend to the fired teachers, and with the help of a colleague, Rutledge was able to find a tenure-track position at *Macomb County Community College* in Detroit, Michigan.

In 1971, Rutledge enrolled in a Ph.D. program and graduated with her doctorate in sociology from the *University of Michigan* in 1974. She later discovered that she was the first African American woman to earn a doctorate in sociology at Michigan. After completing her doctorate, she was offered a one-year position at the *University of Michigan-Flint Campus.* The director of the African American Studies program at UM-Flint encouraged Rutledge to apply for a chair position within the African American Studies Department at *Western Illinois University*. Rutledge was chair of that department for eight and a half years, then transferred to the sociology department. During her second year in the sociology department, Rutledge participated in a committee to develop a master's degree program in gerontology. She earned tenure within three years. She was the first tenured black female professor at Western Illinois University.

Rutledge retired from teaching at *Western Illinois University* in 2006, but she remains active in local organizations such as the Equal Opportunity & Fair Housing Commission in Macomb, IL, and maintains her involvement with the National Association for Advancement of Colored People (NAACP) and the Lions Club. Rutledge is occasionally invited by social justice organizations to give presentations. Rutledge is a pioneer and trailblazer, overcoming barriers as a minority and a women in the fields of sociology and African American studies. She continues to inspire, mentor, and serve on several organizations that support equality and fairness.

Source: ASA Footnotes, A publication of the American Sociological Association, April 2012, Vol 40, Issue 4. http://www.asanet.org/footnotes/apr12/emerita_0412.html

GRAD-CONNECT
Organization Tips for Graduate Students

Graduate education provides students the opportunity to develop and hone in on a host of essential scholarly skills. Yet, graduate students receive little or no training on one of the most important skill-sets needed to be academically successful--organizational skills. According to Dr. Tara Kuther, associate professor of psychology and author of over a dozen books, suggests that the unorganized student spends precious time searching for papers, files and notes wondering which pile to check first. They tend to forget and miss meetings and repeatedly arrive late. Unorganized students also find it difficult to focus on the task at hand because their minds are burdened with details on what must be done next or what should have been completed. An unorganized home or office is a sign of a cluttered mind and cluttered minds are ineffective for scholarly productivity. Just how organized are you? Below are some suggestions on how to lose the clutter, become more organized to free the mind for academic success.

1. **Use a to-do list.** Important for freeing your mind for the work at hand.

2. **Set up a filing system**. Do not skimp on the folders or you will find yourself doubling up on files, losing track of your most important papers. Maintain files for:
   - ~ research/thesis ideas
   - ~ thesis references (divide into additional files for each topic)
   - ~ final exam materials (copies of old exams and study materials)
   - ~ professional credentials - vitae, sample cover letter, research statement, etc.
   - ~ reprints and professional articles - organized by topic
   - ~ life (bills, taxes, etc.)
   - ~ teaching materials (organized by topic)

3. **Organize your study space.** It should be free of distractions, well lit and have all supplies and files nearby.

4. **Splurge on office supplies**. Supplies can be expensive. However, it is easier to get organized when you have the right tools. Purchase a quality stapler, paper clips, binder clips, post-it-notes and sticky flags for marking important pages. Go to a supply store where you can purchase in bulk to maximize savings so that you do not run out of supplies unexpectedly.

5. **Organize class schedule**. Use binders with dividers to organize class notes and separate your notes from assigned readings, handouts and other materials.

6. **Remove clutter from home**. A study area should be neat, but it's also helpful to keep track of the rest of your home too. Why? School is overwhelming enough without worrying about having clean clothes, differentiating between the cat and dust bunnies, or losing unpaid bills. Set up a command center near the entrance to your home. Have a bowl or spot to put your keys and empty your pockets of important materials. Have another spot for bills. Each day as you open your mail, sort it. Throw out unwanted mail and sort bills and other materials that require action into seperate containers/baskets.

7. **Create a schedule for household tasks.** Set a schedule for accomplishing household tasks like laundry and cleaning. Break larger tasks into smaller ones, by room. Clean the kitchen weekly then spend a few minutes each day on it. Use the timer trick to keep on task while you're cleaning and show how much you can do in small amount of time.

8. **Recognize that you're fallible.** If you fall off the organization bandwagon, don't punish yourself. Instead hop right back on.

Source: About.com.Graduate School Organization Tips for Graduate Students. Tara, Kuther, Ph.D. http://gradschool.about.com/od/procrastination/p/Organization-Tips-For-Graduate-Students.htm

Welcome!

The McNair staff welcomes Research Coordinator, **Robynn Sims** and Writing Tutor, **Tracy Anne Travis** to the Program. Both will offer their expertise to assist the Scholars as they prepare for the Closing Symposium. Sims is working on her master's in English Literature and works as a graduate assistant in the English Department during the academic year. Travis is a senior, majoring in English Literature and Music Performance (flute). She has worked for the Sunflower Newspaper at Wichita State as a reporter and copy editor, and teaches flute to middle school aged students.

GRE Summer Workshop
June 11, 12 & 13, 2012
8:30 a.m. - 12:30 p.m.
Room 104 Devlin Hall

Presenters
Gayle Veltman - Counseling and Testing,
Sandy Darry - Mathematics
Rebecca Rawls - English

Congratulations!

The McNair Staff congratulates the following McNair Scholars on their nuptials:

Salyi Vu (alumna) - *May 27*
Christina Johnson - *June 9*
Gigi Phan (alumna) - *June 10*
Rebecca Rodriguez - *June 30*

Happy Birthday!

to those celebrating during the months of **June** & **July**

Robynn Sims - 6/9
Sarah Cummings - 6/11
Shukura Bakari-Cozart - 6/19
Tammy Lowe - 6/22
LaWanda Holt - 7/2
Monica Williams - 7/2
Elka Garcia - 7/11

Events to Come

JUNE

1 Research Assembly Meeting (2 - 3 p.m.)
Devlin Hall, Rm. 106
"Writing and Editing," Robynn Sims
Abstract Rough Draft Due

4-8 Summer Research Seminar (1 - 3 p.m.)
Hubbard Hall, Rm. 327
Dr. Marlene Schommer-Aikins, CESP

11 - 13 GRE Workshop, (8:30 a.m. -12:30 p.m.)
Devlin Hall, Rm. 103

15 Final Abstract Due

29 Manuscript Rough Draft Due

JULY

4 **Happy 4th of July!**

6 Research Assembly Meeting (2 - 3 p.m.)
Devlin Hall, Rm. 106
"Presentation Skills"
LaWanda Holt-Fields, McNair Director

9 -20 Mock Presentations

12 Mock Presentation UBMS 4:15 - 5:15 p.m.
Room 231 Hubbard Hall

18 Poster Board Presentation Approval

20 Summary Rough Draft Due

25 **Final Summary**

27 **17th Annual Closing Symposium**
(8:00 a.m. - 3:30 p.m.), Rm. 132,
Hughes Metropolitan Complex

AUGUST

1 **All Research Materials Due**

15 McNair Orientation (Noon - 5 p.m.)
Devlin Hall, Rm. 106

20 First Day of Classes

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"The Doctor"
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LaWanda Holt-Fields, Director
Shukura Bakari-Cozart, Assistant Director/Counselor

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 engages 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.

TRIO
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