WICHITA STATE UNIVERSITY
TRIO PROGRAMS
McNair Scholars Program

Vol. 18, No. 2
December - February 2013

"The Doctor"

McNair Scholars Program

Division of Campus Life and University Relations

McNair Scholars Give Back

Wichita State McNair Scholars took time during finals week to go to Coleman Middle School to help 8th grade students with homework assignments during their lunch break. Subjects ranged from math and social studies to language arts. Coleman students also asked questions about college and the McNair Scholars Program. This was a way for Scholars to give back to the community and for the students to get help completing work and keeping their grades up.

Research is Under Way

As the fall semester closes, we would like to highlight students conducting scholarly research during the 2012 - 2013 academic year:

James Allen
Dr. Tianshi Lu - *Mathematics*
Robriana Cole
Dr. Lisa Overholtzer - *Anthropology*
Sharon Cox
Dr. Jeff Noble & Dr. Mark Vermillion - *Sports Management*
Marcus Crawford
Dr. Natalie Grant - *Social Work*
Sarah Cummings
Dr. Jessica Freeman - *Communication*
Kristina Durham
Dr. Michael Birzer - *Criminal Justice*
Olivia Graves
Dr. Christopher Rogers - *Biology*
Sein Lengeju
Dr. Natalie Grant - *Social Work*
Samantha Reyes
Dr. James Snyder - Psychology
Monica Williams
Dr. Jeri Carroll - *Education*

McNair Scholars Graduates

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 Fall 2012 Graduates are:
Ator Ighalo - Excersise Science
Kia Hastings - Scoiology

Campus Visits

January 15 - 16, 2013

February 20 - 22, 2013

K-STATE Kansas State University
KU THE UNIVERSITY OF KANSAS
OKLAHOMA
OKLAHOMA STATE UNIVERSITY

McNair Scholars Program

• Educate • Enrich • Empower = E^3

Grammatically Speaking

Correct Ways to use Citations in Writing

According to *EssayWritingHelp.com*, there are three ways to incorporate citations into essays: adding "a direct quote with quotation marks"; paraphrasing an idea from a source; and summarizing information from a single source. All three examples have to cite the source from which the writer borrows the information. Using APA and MLA style, these examples will show how to correctly implement direct quotes into writing.

APA: Direct Quotations in the Middle of a Sentence
As you are writing your paper, you may want to "directly cite something that is very important" (author, publication year, page number) to the meaning of your paper in the middle of a sentence.

APA: Direct Quotations at the End of a Sentence
When the quote is at the end of your sentence, "you need to notice that the period for the end of the quote is located after the citation" (author, publication year, page number).

APA: Block Quotation
A quote that is longer than 40 words is offset in what is called a block quote. An example from Roberts (2008):

> When you have a block quote, both the left-hand and right-hand margins have been decreased by half an inch and the type is double spaced. It is not common to have many block quotes within a paper because professors want you to be able to synthesize what you are reading and say it in your own words with a few short quotes to show emphasis rather than a longer quote. If you choose a longer block quote, make sure it adds emphasis to your paper and that the entire block quote is really needed, author and publication date. End the quote with the page number (ex. p.14). If the author and date had not already been cited, then the author, publication year, and page number would be needed for full citation.

MLA: Direct Quotations in the Middle of a Sentence
As you are writing your paper, you may want to "directly cite something that is very important" (author, page number) to the meaning of your paper in the middle of a sentence.

MLA: Direct Quotations at the End of a Sentence
When the quote is at the end of your sentence, "you need to notice that the period for the end of the quote is located after the citation" (author, page number).

MLA: Block Quotation
A quote that is longer than four typed lines is offset in what is called a block quote. An example from Roberts (2008):

> When you have a block quote, both the left-hand and right-hand margins have been decreased by half an inch and the type is single spaced. It is not common to have many block quotes within a paper because professors want you to be able to synthesize what you are reading and say it in your own words with a few short quotes to show emphasis rather than a longer quote. If you choose to use a longer block quote, make sure it adds emphasis to your paper and that the entire block quote is really needed. End the quote by adding the page number (ex. 14).

Paraphrasing and Summarizing: According to E-How, there are five tips to effectively paraphrase cited material to avoid plagiarizing:

1. Read the passage you want to paraphrase and get a good understanding of what you are reading.

2. Put away all books, documents and other sources and rewrite what the author is saying in your own words.

3. Record the idea of the passage by writing down notes to ensure you have a clear understanding of the ideas.

4. Compare your work to the original and notice sentence structure and words, making sure you have captured the author's meaning in the passage. Start the process again if you have not captured the meaning or have unintentionally plagiarized.

5. Type the paraphrased idea into your essay when you are satisfied with the results. Give full citation.

Sources:EssayWritingHelp.com. Essay Citations. www.essaywritinghelp.com/citations.htm.
MLA and APA Citation Tutorial. www.k-state.edu/honor/documents/UpdatedCitationTutorial.pdf
How to Paraphrase to Avoid Plagiarism. www.ehow.com/how_2050333_paraphrase-avoid-plagiarism.html

Get the Complete Picture: Consider Graduate Students

As students make campus visits, get advice from faculty, graduate coordinators and recruiters, it is important for them to make an effort to visit with graduate students too. This gives students both positive and negative perspectives, which will aid in their decision of which schools to apply to. In most cases, the information provided will paint an honest discription of the programs. Below are questions students can ask as they gather information they need to complete applications for graduate programs.

1. Where do the students go for work after they graduate?

2. What are the first and second years like?

3. How much time do you spend on school work?

4. What is your advisor like?
   Do they really check your work and make helpful suggestions?
   Are they hands-off? Hands-on?
   How often do you meet?
   Is it hard finding an advisor?

5. What do you think of this school?
   Is it a friendly department?
   Is there a lot of pressure on the students?

7. What do you do in your free time?
   What's the social life like on-campus and in the area?
   On-campus/local clubs & organizations?

Source: Tips for Visiting Grad Schools.Kimball Martin. Thu Jun 2 23:34:33 EDT 2005. http://www.math.ou.edu/~kmartin/visit.html. Thinking About Graduate School? © Copyright 2003-2012, by Richard L. Boyce and Department of Biological Sciences, Northern Kentucky University. http://www.nku.edu/~boycer/gradschool.html

Happy Birthday!

to those celebrating
during the months of
December, January & February:

Joy Foster - 12/1
Tuyet Ha 12/25
Robriana Cole - 12/30
Zachary Pearson - 2/5
Jamie Farrelly - 2/21

Events to Come

DECEMBER

7 Study Day (2 - 3 p.m.)

12 Fall Commencemt (11:30 - 2 p.m.)

8 - 14 Final Exams

24 Holiday Shutdown - Campus closed

JANUARY

2 Campus Re-Opens

15 - 16 **Campus Visits to Kansas Colleges**

21 Observance of Martin Luther King Jr. Day

22 1st Day of Classes

FEBRUARY

2 **Grad Prep & Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106, Staff
"Networking and Mentor Selection"

Research Assembly Meeting (3 - 4 p.m.)
"The IRB Process"

9 **Communication Fitness** (2 - 3 p.m.)
Devlin Hall, Rm. 106
Robynn Sims, English Department
"Integrating Resouces Into Paragraphs"

10 **Faculty-led Seminar** (10 a.m. - Noon)
Devlin Hall, Rm. 106
Deborah Soles, Philosophy
"Writing for Publication"

20 - 22 **Oklahoma Campus Visits and Conference**

22 **Grad Seminar** (10 a.m. - Noon)
Devlin Hall, Rm. 106
Dr. Michael Birzer, School of Community Affairs
"Social Skills and Professionalism"

Someone Like Me?

Three African Americans Earn Ph.D.s in Chemistry at Ole Miss

In 2010, the latest year for which complete data is available, only 54 African Americans earned a Ph.D. in chemistry. They made up 2.3 percent of all doctoral recipients in chemistry from U.S. universities that year. But this year, three African Americans earned Ph.D.s in chemistry at the University of Mississippi, a record for the institution which admitted its first Black students a half-century ago. Seven students in all earned Ph.D.s in chemistry this year at Ole Miss. Two were from Asia.

The three African American students who earned Ph.D.s in chemistry are **Kari Copeland** of Coldwater, Mississippi, **Margo Montgomery** of New Orleans, Louisiana, and **Jeffrey Veals** of Gloster, Mississippi.

Copeland also holds bachelor's and master's degrees in biochemistry from the University of Mississippi. She is going to conduct postdoctoral research at Jackson State University.

Montgomery earned a bachelor's degree in chemistry at Xavier University of Louisiana in New Orleans.

Veals holds bachelor's and master's degrees from the University of Mississippi. He will conduct postdoctoral research at the University of Missouri.

Shanna Stoddard, an African American student from Louisville, Kentucky, is on track to earn at Ph.D. in chemistry at Ole Miss in December. There are four other African American students in chemistry Ph.D. programs at the university.

Maurice Eftink, associate provost and professor of chemistry and biochemistry at Ole Miss, stated, "On average about 50 African American students receive Ph.D.s in chemistry nationwide each year, so the University of Mississippi produced 6 percent of the national total."

From left: Gregory Tschumper, associate professor; doctoral graduates Kari Copeland, Jeffrey Veals and Margo Montgomery; Walter Cleland, associate professor; Steven Davis, professor; and Maurice Eftink, associate provost and professor.

Sources: The Journal of Blacks in Higher Education © 2012. Degree Attainments, Graduate Schools, STEM fields on May 26, 2012

GRAD-CONNECT

Graduate School: A Different Set of Study Skills to Succeed

As students begin the application process to graduate school, they soon learn that it is different than applying as an undergraduate to college. Students will also find out, the way they studied as undergraduates (memorization skills, late night cram sessions and not reading their textbooks) will no longer work for them and may harm their success as a graduate student. The following are explanations of how graduate level education differs from the undergraduate experience.

Breadth vs. Depth
About one-half or more of the credits that you complete as an undergraduate fall under the heading of General Education or Liberal Arts. These courses are not in your major. Instead they are designed to broaden your mind and provide you with a rich knowledge base of general information in literature, science, mathematics, history, and so on. Your college major, on the other hand, is your specialization.

However, an undergraduate major usually provides only a broad overview of the field. Each class in your major is a discipline unto itself. For example, psychology majors may take one course each in several areas such as clinical, social, experimental, and developmental psychology. Each of these courses is a separate discipline in psychology. Although you learn a lot about your major field, in reality, your undergraduate education emphasizes *breadth* over depth. Graduate study entails specializing and becoming an expert in your very narrow field of study. This switch from learning a little bit about everything to becoming a professional in one area requires a different approach.

Memorization vs. Analysis
College students spend a great deal of time memorizing facts, definitions, lists, and formulas. In graduate school your emphasis will change from simply recalling information to using it. Instead you'll be asked to apply what you know and analyze problems. You'll take fewer exams in graduate school and they will emphasize your ability to synthesize what you read and learn in class and critically analyze it in light of your own experience and perspective. Writing and research are the major tools of learning in graduate school. It's no longer as important to remember a specific fact as it is to know how to find it.

Reporting vs Analyzing and Arguing
College students often moan and groan about writing papers. Guess what? You'll write many papers in graduate school. Moreover, the days of simple book reports and 5-7 page papers on a general topic are gone. The purpose of papers in graduate school is not simply to show the professor that you've read or paid attention. Rather than simply reporting a bunch of facts, graduate school papers require you to analyze problems by applying the literature and constructing arguments that are supported by the literature. You'll move from regurgitating information to integrating into an original argument. You will have a great deal of freedom in what you study, but you will also have the difficult job of constructing clear, well-supported arguments.

Reading It All vs. Copious Skimming and Selective Reading
Any student will tell you that graduate school entails a lot of reading - more than they ever imagined. Professors add lots of required readings and usually add recommended readings. Recommended readings lists can run for pages. Must you read it all? Even required reading can be overwhelming with hundreds of pages each week in some programs. Make no mistake: You will read more in graduate school than you have in your life. But you don't have to read everything, or at least not carefully. As a rule you should carefully skim all assigned required readings at minimum. Then decide which parts are the best use of your time. Read as much as you can, *but read smartly*. Get an idea of the overall theme of a reading assignment and then use targeted reading to fill in your knowledge.

All of these differences between undergraduate and graduate study are radical. Students who don't quickly catch on to the new expectations will find themselves at a loss in graduate school.

Source: About.com:Graduate School. You'll Need Different Study Skills for Graduate School vs. College. Tara Kuther, Ph.D. http://gradschool.about.com/od/transitions/a/Graduate-School-Vs-College-You-Ll-Need-Different-Study-Skills.htm

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Students Give Back
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"The Doctor"
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McNair Facts Did You Know?

In 1978, Ronald E. McNair was one of 35 applicants selected for the astronaut program from a pool of 10,000. He was also nationally recognized for his work in the field of laser physics.

TRIO
FEDERALLY FUNDED PROGRAM

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 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 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.

The Vice President and General Counsel and the Office of Human Resources shall have primary responsibility for publication, dissemination and implementation of this University policy.