“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 Cubbage
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 accostomed 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.


Happy Holidays from the McNair staff!
Hanukkah ~ Christmas ~
Kwanzaa ~ Eid-Al-Adha ~
Happy New Year ~
Grammatically Speaking
Major Components of a Research Paper

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, and diagrams should be accompanied by explanatory 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.

   • 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.ai.ac.th/el21open.htm

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


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.

Source: http://grammar.ccc.commnet.edu/grammar/plague.htm
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 Hoopa/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 indigenous 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.”

Arizona State University. ASU News: http://asunews.asu.edu/20090515_Profile_Lara
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

Source: http://webs.wichita.edu/?u=gradschool&p=/ApplicationandAdmissionRequirements/
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.

**McNair Facts**

**Did You Know?**