



# "THE DOCTOR"

## MCNAIR SCHOLARS PROGRAM WICHITA STATE UNIVERSITY

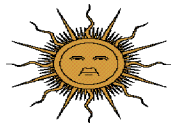
DIVISION OF CAMPUS LIFE AND UNIVERSITY RELATIONS  
WEBS.WICHITA.EDU/MCNAIR

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### 11th Annual Closing Symposium

July 28, 2006, marks the day for the **11th Annual Closing Symposium**. While on *"The Road to Academic Success,"* thirteen McNair Scholars: **Sadie Bell, Christina Bower, Shelagh Franklin, Meladee Garst, Crishel Kline, Nereida Lopez, Cecile McAlpine, Jan Mead-Moehring, Kayla Nash, Seth Perkins, Sara Rogers, Rebecca Simpson and Toni Williams** will showcase their research findings.

These students have put in 200 plus research hours with a Wichita State faculty person in preparation for the Closing Symposium. The symposium will take place at the **Rhatigan Student Center, Regents Room 203, from 8:30 a.m. - 3:00 p.m.** with students presenting before family, friends, faculty and administration. This experience will resonate long after the scholars' undergraduate years and will help them in preparing for graduate study and the pursuit of a doctoral degree.



### *The McNair Mission Statement*

*The McNair Scholars Program encourages students who are underrepresented in higher education to pursue post-baccalaureate degrees. The program focuses on African American, Hispanic/Latino, American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students.*

### Meet Bryan Florez: Research Coordinator

The staff and students would like to welcome **Bryan Flores** to the McNair Scholars Program. Flores will work with the scholars during the summer assisting them with writing and completing their research manuscripts. Flores is a Wichita State Graduate (bachelors and masters) in creative writing and has worked as an English Instructor at WSU and for the United States Department of Defense in Prague, Czech Republic.



## WELCOME!

### Food For Thought

"The few who do are the envy of the many who only watch."

~Jim Rohn

*The Road to Academic Success*

## Grammatically Speaking



### Major Components of a Research Paper

#### 1. Introduction:

Answers...

- What is the context of this problem? (Background)
- Why is this research important? (Rationale)
- What is it we don't know? (Problem Statement)
- What steps will the research take to try to fill this gap? (Objectives)
- Is the study limited to a special geographical area or to only certain aspects of the situation? (Scope)

#### 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, diagrams and figures should be accompanied by 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 upon whether or not the results were expected and presents explanation for unexpected or 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 about each research component, be sure to visit the Writing Up Research Website at <http://www.languages.ait.ac.th/EL21OPEN.HTML>

<i>June Birthdays</i>	
<i>Bryan Flores</i> 6/6	
<i>Seth Perkins</i> 6/12	
<i>Norma Campos</i> 6/16	
<i>Shukura Bakari-Cozart</i> 6/19	<i>July Birthdays</i>
	<i>LaWanda Holt-Fields</i> 7/2
<i>Nereida Lopez</i> 6/20	
<i>Meladee Garst</i> 6/29	<i>Stephanie Kirsch</i> 7/11

### Academic Spotlight

**Sadie Bell** received offers from Oklahoma State University, Wichita State University and the University of Arizona in Mathematics.

**Crishel Kline** has been accepted into the *Health and Human Performance* program at Oklahoma State University.

**Seth Perkins** received *second place* in poster presentations at the Wichita State University Undergraduate Research and Activities Forum.

### Congratulations!

## When to Quote *and* When Not to Quote

When using quotes, it is important to know when and how to use them. A general rule is to use quotes to backup and support your own statements. Usually, quotations should not be used to introduce new data due to the issue of authority. For example, when one uses quotes to present new data or information, it is deferring the authority to the source--it knocks the wind out of your own authority as an author and also the power out of your statements. Below are some pointers on when or when not to use quotes.

### You should quote:

- ✿ When you want to back up your view with that of a prominent scholar who agrees with you.
- ✿ When something someone has written is catchy or memorable in its wording.

### You should not, however, quote:

- ✿ When you can say it just as well in your own words.
- ✿ When the material you want to quote is over 5 or 6 lines long (unless it is absolutely crucial in its original wording and is necessary for the central theme of your paper).
- ✿ When you have a quote on every page or two in your paper. You do not want to fill your paper with quotations. Your reader primarily wants your wisdom, not that of everyone else.

A research paper is predominately a presentation of material *in your own words*, showing that you can present data and use it analytically to answer important questions. Quotes should be used to support and back up your ideas and statements.

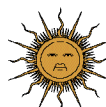
Source: Research Strategies, William Badke, ©  
2004 <http://www.acts.twu.ca/lbr/chapter10.htm>



JUNE

## Events to Come

- 3 **Student Group Meeting**  
2 - 3 p.m., Room 106, DV  
Bryan Flores, Research  
Coordinator  
"Writing & Editing"  
**Abstract Rough Draft Due**
- Research Assembly Meeting**  
3 - 4 p.m., Room 206, HC  
Shukura Bakari-Cozart  
"Style & Grammar"
- 5, 7, 9 **Summer Research Series**  
1 - 3 p.m., Room 327 HH  
Dr. Marlene Schommer-Aikins
- 16 Final Abstract Due
- 23 **Summary Rough Draft Due**



JULY

- 7 **Student Group Meeting**  
2 - 3 p.m., Room 206, HC  
LaWanda Holt-Fields  
"Presentation Skills"
- Research Assembly Meeting**  
3 - 4 p.m., Room 206, HC  
Shukura Bakari-Cozart  
"Writing Concerns/Review"
- 12 - 23 **Mock Presentations**
- 14 Final Paper Due for Publication  
Consideration
- 21 Poster Board Presentations due  
for Approval
- 28 **11th Annual Closing  
Symposium Rhatigan Student  
Center, Room 203, 8 - 3 p.m.**



AUGUST

- 4 **All Research Paperwork,  
Research Hours and Manuscript  
Due**
- 18 McNair Journal to Publication
- 15 **McNair Student Orientation**  
106, DV, Noon - 4:00 p.m.



## Someone Like Me?

### **Dr. Wilfred Foster Denectlaw - Zoologist**



**D**r. Wilfred Foster Denectlaw was raised in a traditional Navajo family. He was taught to be respectful and responsible for activities that were important to him. He attended school in Shiprock, New Mexico from kindergarten to twelfth grade. It was in seventh grade that he first learned about the human cells being the structural basis of life. He was fascinated to learn that each person was made up of trillions of tiny cells that could only be seen through a microscope. Unfortunately, his middle and high schools did not have microscopes, and the only way for Denectlaw to see cells was on the 2" x 2" slides the teacher showed in class. He was passionate about cells; he would go to the library and look at pictures of different cells, then draw them out. After graduating high school in 1977, Denectlaw knew he wanted to study biology, but did not know how to use it to get a job. He saw medicine as one possibility, but felt that it was not exactly right for him.

Denectlaw was at the top of his class in high school, but did not do well his first time in college. He was not prepared for coursework at a major university. He had not learned how to write well and did not have the understanding of mathematics or science that the other students possessed. He did not know how to manage his time for studying or how to use the university's educational resources. Yet, he overcame those problems by keeping his desire for a college education alive, having parents who supported his interests and by getting serious about learning. He "re-booted" and started over at Navajo Community College. This was one of the best decisions Denectlaw made because people cared about him and were dedicated to helping him get the education he needed to compete successfully in the university system. While at NCC, he

participated in the Minority Biomedical Research Support Program (MBRS) where he experienced scientific research and learned ways to specifically link his interest in biology to a profession. Through the program, Denectlaw worked as a student researcher in the laboratory of Dr. Lora M. Shields, who became his mentor. She gave him the opportunity to work with microscopes, grow bacteria, stain cells and much more. Denectlaw also helped her investigate a disease affecting the Navajo Nation, which showed him the relevance of research to medicine. In one year's time Denectlaw moved to Fort Lewis College where he received his Bachelor's of Science degree in Biology and graduated from the University of California at Berkeley earning a Doctorate in Zoology.

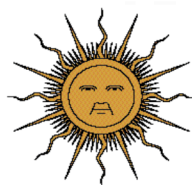
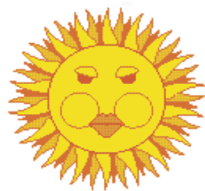
As a zoologist, Denectlaw chose a career path where he will likely be the only Navajo doing science research within any university he is employed. However, he is a scientist because he enjoys it and his contributions are appreciated. He remembers a medicine man once commented on him being the only American Indian doing research in biology at Berkeley. He stated that Denectlaw should consider himself a scout and learn as much as possible about science and research; if he felt it was good, then he should tell his people about it. Denectlaw considers himself a researcher, but would like to become a university professor in the life sciences. Beside teaching, he would also like to have a research laboratory and train future scientists in the biological sciences.

## GRAD-CONNECT

### Organization Tips for New 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 skills needed to be academically successful--organizational skills. According to **Dr. Tara Kuther**, Associate Professor of developmental psychology, Author of *Graduate Study in Psychology: Your Guide to Success* and newsletter *About.Com: Graduate School*, being unorganized is a waste of time. 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 or arrive late. They also find it difficult to focus on the task at hand because an unorganized 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 in order to lose the clutter and become more organized.

- ✿ Use a to-do list to free your mind for the work at hand.
- ✿ 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)
- ✿ Organize your study space. It should be free of distractions, well lit and have all supplies and files nearby.
- ✿ 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, 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.
- ✿ Use binders with dividers to organize class notes and separate your notes from assigned readings, handouts and other materials.



## McNair Facts Did You Know?

The Wichita State University McNair Scholars Program has served 148 students since 1995, of which 111 students have graduated with bachelor's degrees and 37 with master's degrees. Six students are currently enrolled in doctoral programs and 8 students have graduated with doctorate degrees.



Ronald E. McNair

*“Success is a journey, not a destination.”*

*~Ben Sweetland*

### “The Doctor”

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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.
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 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.