

THE ACADEMIC SPOTLIGHT

“The Doctor”

McNair Scholars Program

Wichita State University

Division of Campus Life and University Relations

webs.wichita.edu/mcnair

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McNair Scholars Recognized for Academic Achievement

On December 3, 2007, the Office of Multicultural Affairs (OMA) hosted the *Academic Achievement Recognition Celebration*. This event recognized undergraduate and graduate students of color whose GPA's were 3.25 and higher. Several past, current and alum McNair participants were recognized as Honor (3.25 - 3.54,) Distinction (3.55 - 3.89,) and Highest Distinction (3.90 - 4.00). The following McNair Scholars were recognized:

Undergraduates:

Danielle Andrews ~ Honor ~ Current Participant

Roni Ayalla ~ Honor ~ Current Participant

Diane Jefferson ~ Honor ~ Current Participant

Kayla Nash ~ Honor ~ Past Participant

Shondella Umeh ~ Honor ~ Current Participant

Jesse Valdez ~ Honor ~ Current Participant

Kimberly Grimes ~ Distinction ~ Current Participant

Skylar Joyner ~ Distinction ~ Current Participant

Philip Pettis ~ Distinction ~ Current Participant

Mikki Phan ~ Distinction ~ Current Participant

Gigi Phan ~ Highest Distinction ~ Current Participant

Graduates:

Thuy-Linh Nguyen ~ Honor ~ Alum

Errick Robles ~ Honor ~ Alum

Carmen Hytche ~ Distinction ~ Alum

Shani Roberts ~ Distinction ~ Alum*

Jamilia Sly ~ Distinction ~ Alum*

Anna Villarreal ~ Distinction ~ Alum

Ingrid Mendoza ~ Highest Distinction ~ Alum

5 Healthy Eating Tips for the Busy College Student

College students are pressed for time, under stress and often eat on the go. Eating a healthy diet can help one feel better, cope with stress and class performance. Below are a few pointers to get started.



Eat a good breakfast. Studies show that skipping breakfast detracts from scholastic achievement.

Grab a bagel, piece of fruit, and some juice for on the go.



If you must eat fast foods, choose wisely. Choose pizza with half the cheese, a regular size roast beef sandwich, baked potato, or green salad with reduced calorie dressing. Limit high fat offerings like french fries, fried chicken or fish sandwiches.



Keep healthful snacks on hand if hunger strikes during a late night study session to prevent being tempted by vending machines. Possibilities include fresh or dried fruit, pretzels, unbuttered popcorn, rice cakes or whole wheat crackers.

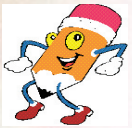


Eat plenty of foods that are rich in calcium. People in their early twenties need to be build up stores of calcium in their bodies to prevent osteoporosis in later life. If you don't like milk, try to include ample amounts of low-fat yogurt, low-fat cheese, and green leafy vegetables in your diet.



Sugar provides calories in your diet but few nutrients and it contributes to tooth decay. Use sparingly and consider sweetening with diet sweetener alternatives instead.

* McNair Scholar at another institution



Grammatically Speaking

Writing a Literature Review

Every McNair scholar who is involved in a research project this year is probably well aware that **January 31** marks the date of which the *literature review* is to be completed and handed in. For those of you still uneasy about writing a *literature review*, take comfort in the following suggestions:

How Can I Write a Good Literature Review?

Remember the Purpose: You are not writing a *literature review* just to tell your reader what other researchers have done. Your aim should be to show why your research needs to be carried out, how you came to choose certain methodologies or theories and how your work relates to the research already carried out.

Read with a Purpose: You should summarize the work you read, but you must decide which ideas or information you want to add to your research to show emphasis, which are more important and cover them briefly in your review.

Write with a Purpose: Your aim should be to evaluate and show the relationship between the research previously done and your current research. In order to do this effectively, you should carefully plan how you are going to organize your work.

Some Traps to Avoid

Trying to Read Everything: If you try to be comprehensive you will never be able to finish the reading! The idea of the *literature review* is not to provide a summary of all the published work that relates to your research, but a survey of the most relevant and significant work.

Reading but not Writing: Writing can help you to understand and find relationships between the work you've read, so don't put writing off until you've "finished" reading--after all, you will probably continue reading all the way through to the end of your research project.

Not Keeping Bibliographic Information: The moment will come when you have to write your reference page. . . and then you realize you have forgotten the

information you needed, you never got around to putting the references in your work. The only solution is to spend a lot of time in the library tracking those sources you have read. To avoid this nightmare, always keep this information in your notes as well as put the references into your writing.

*The above suggestions are excerpts from the Languages Center's Writing Up Research website. For a more comprehensive analysis of a literature review visit the official website: <http://www.languages.ait.ac.th/El21LIT.HTM>.

Happy Birthday!
 The staff wishes a **Happy Birthday** to those celebrating Birthdays during December, January and February.

Jade Hudson - December 8
Christina Eaves - December 16
Mikki Phan - December 20
Valerie Denney - January 24
Margery Hannah - February 7
Maria Silvers - February 17
Kimberly Grimes - February 28

~ Celebrate ~

Hanukkah ~ December 4 - 12
Christmas ~ December 25
Kwanzaa ~ December 26 - January 1
Eif-Al-Adha ~ Late December/Early January
(Islamic Festival of the Profit Abraham's Sacrifice)

Using Prepositions

Prepositions show the relationship between a noun or pronoun and some other word in the sentence, for example, “The book is *on* the table.” or “Come *with* me.” Below are some common prepositions:

about	beside	into	through
above	between	near	to
across	by	next	toward
after	down	of	under
among	during	off	until
around	except	on	up
as	for	out	upon
at	from	over	with
before	in	past	within
behind	inside	since	without
below			

Common Mistakes: Certain pairs of prepositions are often confused with each other:

among/between **Among** all the prisoners, he was the most remorseful.
(more than two)

Please choose **between** chocolate and vanilla. (thing)

at/with The crowd was angry **at** the final score. (thing)

My husband is angry **with** our neighbor. (person)

in/into We strolled **in** the museum.
(inside its walls)

We strolled **into** the museum.
(entered)




Trouble Spots:

- Omitting necessary prepositions:
It's [of] no use to complain.
- Adding unnecessary prepositions
*He entered **into** the phone booth.*
- Using the wrong preposition:
She died [of] pneumonia. (not from)
- Ending sentences with prepositions that have no function:
*Where is the lawnmower **at**?*



Source: *Grammar? No Problem!*, Davies, David, 1997. SkillPath . Mission, Kansas

DECEMBER




Events to Come

- 6 Last Day of Classes 
- 7 McNair Academy, Grad Prep & Seminar
3 - 4 p.m., room 106, DV
“Closing the Semester” 
- 9 - 15 Final Exams
- 9 Fall Commencement 

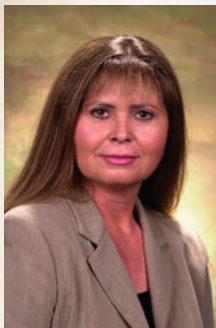
JANUARY

- 1 Happy New Year! 
- 2 Campus Reopens
- 10/11 Campus Visits to Kansas Colleges
- 21 Martin Luther King Jr. Holiday
- 22 First Day of Classes
- 31 Literature Review Due 

FEBRUARY

- 1 Request for Tutors
Grad Prep & Seminar
Gayle Veltman, Counseling & Testing
“Graduate Test Preparation Resources”
3 - 4 p.m., room 106, DV 
- Research Assembly Meeting 
3 - 4 p.m., room 106, DV
- 8 McNair Academy
TBA
“Graduate School Terminology”
2 - 3 p.m., room 106, DV
- 9 Grad Prep & Seminar
Dr. Deborah Soles, Philosophy
“Writing for Publication”
2 - 3 p.m., room 106, DV
- 14 Valentine’s Day 
- 29 Graduate Seminar
Shukura Bakari-Cozart
“Searching for Graduate School Funding”
2 - 3 p.m., McNair Lab

Someone Like me?



Luz Gonzalez

Dean, College of Social Sciences, California State University, Fresno

Luz Gonzalez's journey from fieldworker to educator took prayer, courage and hard work. She never had the opportunity to attend high school and began college with a third grade level of reading and mathematics. Gonzalez felt she was an excellent fieldworker and could have made a lot of money, but her father was the center of her life. She realized that she needed to speak the language the doctors and nurses spoke so she could protect him and assure that he received good medical care.

Gonzales grew up following the harvest from state to state. As migrant farm workers, her family traveled from Mexico, California, Oregon, Montana and back to Mexico, picking strawberries, tomatoes, grapes and sugar beets. Consequently, Gonzalez received minimal schooling both in Mexico and in the United States. During the winter months in Mexico, student teachers would come and leave quickly and from February to April she went to school in the United States but was often called out to help with the crops. Being a good farm worker was not about how strong one was, but about how fast. So there was always something Gonzalez and her siblings could do in the fields to help the adults make more money.

After finishing the eighth grade at El Monte School in Orosi, California, Gonzalez started working full-time in the fields with her parents. With only a fifth grade education in Mexico, they knew just enough English to talk to the farmers and survive. However, in his early twenties, her father contracted diabetes. In his thirties, he developed complications with his toes and ankles and his eyesight deteriorated. At times, he was hospitalized for long periods. The load on her mother was tremendous. She worked in the fields, cared for six children, paid the bills, did the laundry, sat with Gonzalez's father in the hospital and kept him up-to-date on everything so he could stay involved. She was the empowered member of the family, for she kept it all together.

For many years Gonzalez's father was not happy about her going to college. It took time to convince him to let her attend. He was afraid that she would lose her culture, values and traditions, and afraid something would happen to her driving to Fresno. In the 1960's and 70's, girls did not have cars. They did not go to college. They were supposed to get married, find a good farmer to work for, have kids, follow the crops and maybe finish the eighth grade. If they chose not to take on these roles, they risked bringing shame to the family. However, her mother backed her up all the way. "If I can get one of my six children out of the fields, I'll be happy," she said.

When Gonzalez was 18, her father relented. She decided to become a missionary and, while still working in the fields, she enrolled at West Coast Bible College in Fresno. She had to learn everything she never learned in elementary and secondary school and learn it fast. She shared a dorm with six English-speaking women who became her friends. Living with them, and listening to their conversations, was how Gonzalez learned to speak English. During this time Gonzalez remembers that if she had failed, she believed, everyone behind her would fail. If she went back home and said she could not do it, would be the end of women trying. Her mother's strength carried her for many years. It was from her that she learned not to give up and to dream bigger dreams. Gonzalez earned her PhD in teacher education in 1989. Before her father died, she could see that he was proud of her accomplishments and that education did not mean losing the values she was raised with.

Today, as a Latina educator, recruiting and enrolling Latinos is important to Gonzalez. Through her own experience, she not only helped her parents, but the Latino community to understand the United States educational system. When she looks into the eyes of worried parents, especially farm workers, and she tells them in Spanish not to worry that their child will be well taken care of at her university. It makes her proud of her accomplishments, and seeing parents relax and feel comfortable about letting their children out of their nest is her reward.

GRAD-CONNECT

“What I wished I’d known before the start of Graduate School”

Robert T. Azuma, a PhD in Computer Science describes what he wished he had known at the start of graduate school but had to learn the hard way. It focuses on mental toughness and the skills a graduate student needs. Below are some examples disguised as quotes to paint a vivid picture of what it takes to make it in graduate school.

“To know the road ahead, ask those coming back.” ~ Chinese proverb

Why get a PhD?

“Being a graduate student is like becoming all of the Seven Dwarves. In the beginning you’re Dopey and Bashful. In the middle, you are usually sick (Sneezy), tired (Sleepy), and irritable (Grumpy). But at the end, they call you Doc, and then you’re Happy.” ~ Robert T. Azuma

Academia is a Business:

“Remember the Golden Rule: Those who have the gold make the rules.” ~ unknown

Graduate School is a different Ballgame:

“Don’t let school get in the way of your education.” ~ Mark Twain

Initiative:

“The difference between people who exercise initiative and those who don’t is literally the difference between night and day. I’m not talking about a 25 to 50 percent difference in effectiveness; I’m talking about a 5000-plus percent difference, particularly if they are smart, aware, and sensitive to others.” ~ Stephen R. Covey

Tenacity:

“Let me tell you the secret that has led me to my goal. My strength lies solely in my tenacity.” ~ Louis Pasteur

Flexibility:

“The Chinese call luck opportunity and they say it knocks every day on your door. Some people hear it; some do not. It’s not enough to hear opportunity knock. You must let him in, greet him, make friends and work together.”

~ Bernard Gittelson

Interpersonal Skills:

“I can calculate the motions of the heavenly bodies, but not the madness of people.” ~ Isaac Newton

Organizational Skills:

“Failing to plan is planning to fail.” ~ Anonymous

Communications Skills:

“Present to inform, not to impress; if you inform, you will impress.” ~ Fred Brooks

Choosing an Adviser and a Committee:

“Some students in the lab are only nominally supervised by a thesis advisor. This can work out well for people who are independent self-starters. It has the advantage that you have only your own neuroses to deal with, not your advisor’s as well.” ~ from “How to do research at the MIT AI Lab”

Balance and Perspective:

“Life goes by so fast, that if you don’t stop and look around, you might miss it.” ~ from the film Ferris Bueller’s Day Off

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*Let others lead small lives, but not you.
Let others argue over small things, but not you.
Let others cry over small hurts, but not you.
Let others leave their future in someone else's hands,
but not you, not you.*

~ Jim Rohn ~

**McNair Facts
Did You Know?**

In 1981 Ronald E. McNair received a bachelor's degree in physics, magna cum laude from North Carolina A & T University in Greensboro.



“The Doctor”

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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.