

“The Doctor”

McNair Scholars Program

Division of Campus Life and University Relations

Ronald E. McNair 18th Annual Closing Symposium

On August 2, 2013, fourteen McNair and two EPSCoR Scholars will showcase their research findings before family, friends, faculty and administration. The Closing Symposium will be held at the Wichita State Hughes Metropolitan Complex, from 8:00 a.m. - 3:00 p.m. This event provides skill development in preparation for graduate study in the pursuit of a doctoral degree.

Scholars representing various disciplines, commit to 200 plus hours of research, working with Wichita State faculty, learning research methodology, test design, literature searching and writing techniques. The following students will showcase their research:

McNair Scholars

Kimberly Beltran <i>Dr. Alex Chaparro</i> <i>Psychology</i>	Robriana Cole <i>Dr. Lisa Overholtzer</i> <i>Anthropology</i>
Sharon Cox <i>Dr. Mark Varmillion</i> <i>Dr. Jeff Noble</i> <i>Sport Management</i>	Kristina Durham <i>Dr. Michael Birzer</i> <i>School of Community Affairs</i>
Sarah Cummings <i>Dr. Richard Armstrong</i> <i>Communication</i>	Marcus Crawford <i>Dr. Natalie Grant</i> <i>Social Work</i>
Olivia Graves <i>Dr. Christopher Rogers</i> <i>Biological Sciences</i>	Sein Lengeju <i>Dr. Natalie Grant</i> <i>Social Work</i>
Zachary Pearson <i>Dr. Anil Mahapatro</i> <i>Industrial/ Mechanical Engineering</i>	Joshua Palacios <i>John Harrison</i> <i>Computer/ Electrical Engineering</i>

Samantha Reyes
Dr. James Snyder
Psychology

Monica Williams
Dr. Jeri Carroll
Education

EPSCoR Scholars

Raven Bell
Dr. Kimberly McDowell
Education

Chandler Williams
Dr. Philip Gaunt
Communication



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 2012 - 2013 Graduates are:

Mahnaz Brooks
Marcus Crawford
Sarah Cummings
Kia Hastings
Ator Ighalo
Christina Johnson
Sein Lengeju
Tammy Lowe
Trena Miller
Monica Williams

Alumni Graduates
Ashanti Carr
Parker Daniel
Keshia Ezerendu
Christy James
Danille Lewis
Veronica Pyles
Immanuel Thompson
Sue Webb

McNair Scholars Program

• Educate • Enrich • Empower

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Grammatically Speaking

Elements of Argument in Writing

According to Dartmouth College Institute for Writing and Rhetoric, a well defined argument will include a thesis statement that declares the writer's position of a problem. From the author's perspective, a set of clearly defined premises must illustrate the line of reasoning and show evidence of the premises. The reader should be able to draw conclusions and be convinced that the argument has been soundly and persuasively made. In order to assess if an argument is valid, the following criteria are applied:

Toulmin's Elements of Argument

Stephen Toulmin, philosopher and educator, classified six elements of argument that were based on moral reasoning. The first three elements are used to assess the validity of an argument:

Claim: What the writer is asserting or proposing.

Grounds: Evidence that supports the writer's claim.

Warrant: Permits a piece of evidence to stand in support of a given claim. Though often comprised of widely-held beliefs and assumptions, this element must be used with caution.

In crafting an argument, the writer will want to make a claim, gather the evidence to convince the reader that the claim is valid and be sure that the evidence warrants the claim they are trying to make. The writer must also consider:

Is the evidence suppressed? Evidence that doesn't serve your argument must be reckoned with, not ignored. Make sure that you aren't dismissing evidence that challenges or undermines your argument.

Has the evidence been manipulated? Sometimes we dig up information that can only loosely support our point of view, but we need that information in order to make our argument stand. Is it fair to stretch the information to suit our own purposes? Absolutely no, unless you acknowledge the stretch to the reader, and leave it to him to decide if the stretch is a fair one.

Is there enough evidence? Review the main points of the argument and consider whether each point is convincing based on the evidence alone. Do you find yourself relying on your rhetoric to make a point? If you are, you may need to return to your sources for evidence.

Is there too much evidence? Take a look at your paper. Do the quoted passages outweigh your own prose? If so, perhaps your argument has been buried

under the arguments of others.

Is the evidence current? Credible?

Make sure that your evidence comes from credible and current sources.

Is the evidence sufficient to warrant the claim?

Consider why you believe the evidence to be sufficient. Is that evidence based on research? Scholarship? Or is it based on an assumption or commonly held belief? If the latter, you will need to bring this assumption into the light. Sometimes you'll need to provide additional *backing* (Toulmin's fourth element of argument). The two remaining elements include *qualifiers*, which determine the conditions under which an argument is true, and *rebuttal*, which determines the conditions under which an argument is not true: important conditions to consider as well.

Does your argument have logical fallacies or mistakes in reasoning? Below are common fallacies to watch for:

Hasty Generalization: A generalization based on too little evidence, or on evidence that is biased. Example: *After being in New York for a week, I can tell you: all New Yorkers are rude.*

Either/Or Fallacy: Only two possibilities are presented when in fact several exist. Example: *America: love it or leave it.*

Non Sequitur: The conclusion does not follow logically from the premise. Example: *George Bush was a war hero; he'll be willing to stand tough for America.*

Equivocation: Equates two meanings of the same word falsely. Example: *The end of a thing is its perfection; hence, death is the perfection of life.* (The argument is fallacious because there are two different definitions of the word "end" involved in the argument.)

Post Hoc, Ergo Propter Hoc: The mistake of assuming that, because Event A is followed by Event B, Event A caused Event B. Example: *The stock market fell because the Japanese are considering implementing an import tax.*

False Analogy: Wrongly assuming that because two things are alike in some ways, they must be alike in all ways. Example: *An old grandmother's advice to her granddaughter, who is contemplating living with her boyfriend: "Why should he buy the cow when he can get the milk for free?"*

Summer Research Seminar

Dr. Marlene Schommer-Aikins, professor, Counseling, Education and School Psychology Program (CESP) and **Angela Paul**, reference librarian, Ablah Library, lead a seminar to acquaint McNair and EPSCoR students with research concepts, including sampling, methodology, research design and article searches. A research methods course is required of students wishing to conduct research; this seminar offers an introduction to research and aids students in writing their research proposals. The 5-day seminar was held during the week of June 10 - 14, 2013, from 1:00 - 3:00 p.m. Students receive ten hours toward their 200-hour research requirement upon the conclusion of the seminar. Space was limited to 10 students.

The Graduate Records Exam (GRE) measures a variety of skills that are thought to predict success in graduate school across a wide variety of disciplines.

The GRE General Test contains sections that measure verbal, quantitative, and analytical writing skills.

GRE Prep Workshop

June 18, 19 & 20, 2013

8:30 a.m. - 1:00 p.m.

Presenters include:

Gayle Veltman, Counseling & Testing,

Rebecca Rawls, LAS Advising

William Ingle, Ph.D., Mathematics

Happy Birthday

to those celebrating during the months of
June, July & August

Sarah Cummings - 6/11

Shukura Bakari-Cozart - 6/19

Tammy Lowe - 6/22

LaWanda Holt-Fields - 7/2

Monica Williams - 7/2

Kimberly Beltran - 7/3

Mahnaz Brooks - 7/27

Sein Lengeju - 8/17

Events to Come

JUNE

- 7 **Research Assembly Meeting**
(2 - 3 p.m.)
Research Coordinator "*Writing and Editing*"
Hubbard Hall, Rm. 227
- 10 - 14 **Summer Research Seminar** (1 - 3 p.m.)
Dr. Marlene Schommer Aikins, CESP
Hubbard Hall, Rm. 237 &
Angela Paul, Ablah Library, Rm. 217
- 18 - 20 **GRE Workshop**, (8:30 a.m. - 1: p.m.)
Hubbard Hall, Rm. 223

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JULY

- 12 **Research Assembly Meeting** (2 - 4 p.m.)
McNair Staff "*Presentation Skills*"
Hubbard Hall, Rm. 227
- 10 **Mock Presentations with Upward Bound Math/Science Program** (7 - 8 p.m.)
- 15 - 26 **Mock Presentations**
- 17 **Posterboards Due**
- 26 **Final Summary Due**
- 31 **All Research Materials Due**

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AUGUST

- 2 **18th Annual Closing Symposium**
(8:00 a.m. - 3:30 p.m.)
WSU Metroplex
- 14 **McNair Orientation** (Noon - 4:00 p.m.)
McNair Staff
Devlin Hall, Rm. 105
- 19 **First Day of Classes**

Mock Presentations will be held July 10, 15 - 26, 2013 to help fine tune presentation skills. They are mandatory. See Shukura Bakari-Cozart to schedule times.

Someone Like Me?



Aprille Ericsson, Ph.D.

Dr. Aprille J. Ericsson grew up in Brooklyn, NY, where she attended school through junior high. For high school, she was awarded a scholarship to attend Cambridge School of Weston, MA. Ericsson attended the *Massachusetts Institute of Technology* (MIT) and received a Bachelor's of Science degree in Aeronautical and Astronautical Engineering in 1986. She was accepted into *Howard University* where she received her Master's (1991) and Ph.D. (1995) in Mechanical Engineering in Aerospace becoming the first woman to receive a Ph.D. from Howard in the discipline. Ericsson's graduate research focused on the development of procedures for the design of 'optimal digital controllers' for future large orbiting space structures. She has been a guest researcher at Radcliffe Institute at Harvard University and has a certificate for leadership and management from *Johns Hopkins University*.

A few of Ericsson's experiences include work as an Attitude Control Analyst, Proposal Manager and Instrument Systems Manager. Most recently she was the Instrument Manager for Gravity Extreme and Magnetism Small Explorer Mission, and Project Engineer for the Lunar Orbiter Laser Altimeter Instrument—which will provide topographic data to map the lunar surface in preparation for future moon exploration. Currently, Ericsson is the ATLAS Deputy Instrument Project Manager – for the \$300M orbiting laser altimeter instrument aboard the Ice, Cloud, and Land Elevation Satellite-2 (ICESat-2) scheduled for launch in July 2016.



Erick Guerrero, Ph.D.

Dr. Erick Guerrero received his Bachelor's degree in Psychology from the *University of the Americas*, Mexico City in 1995 and his Master's from *Governors State University* in 2002. He went on to earn his Ph.D. from the School of Social Service Administration at the *University of Chicago* and joined the *University of Southern California* School of Social Work faculty in 2009 as a post-doctoral fellow and was promoted a year later to assistant professor. His research focuses on health care management policy, organizational change, and Latinos' social and health outcomes. Particularly, Guerrero focuses on the implementation of culturally responsive and evidence-informed health service models. In his dissertation, Guerrero explored the adoption of culturally competent practices in the nation's outpatient substance abuse treatment field. He also studies organizational inclusion of diversity, social development and international social work practice.



Karletta Chief, Ph.D.

With the encouragement of her parents, Dr. Karletta Chief was able to pursue higher education despite challenging circumstances. She grew up in a home with no electricity, no running water, little money and Navajo as her first language. Chief's parents' teachings taught her to pray daily, work hard, appreciate life, respect others, and take pride in her culture. In 1998, Chief graduated from *Stanford University* with a Bachelor's degree in Civil and Mechanical Engineering and went on to earn her Master's of Science degree in 2000. After graduating, Chief ran for and won Miss Navajo Nation, where she designed a website for her community to help spread the teachings of her culture.

Chief returned back to academia and completed her doctorate in 2007 in Hydrology and Water Resources from the *University of Arizona*. She currently is an Assistant Professor at the University of Arizona and Assistant Specialist in the Department of Soil, Water and Environmental Sciences. Chief's research interest lie on improving the understanding, tools, and predictions of watershed hydrology, unsaturated flow in arid environments, and how natural and human disturbances affect soil hydrology through the use of physically-based methods.

GRAD-CONNECT

What to Look for in a Graduate School Advisor

In order to be successful in graduate school, one of the key elements is having a good advisor. Advisors are individuals who ideally serve as mentors to help supervise graduate students' research, teaching assistants and serve on thesis and dissertation committees. Advising a student is a major role in graduate school for faculty and can be one that requires a lot of unrewarded time. Though having the ideal advisor is rare, it is important for students to make sure they choose an advisor who is willing to see them succeed. Below are some suggestions on what to look for in a graduate advisor:

- Schedules regular meetings with individual students (as opposed to saying drop in anytime, which makes the student have to look for the professor and guess when he/she is around)
- Actually shows up for scheduled meetings
- Funds students
- Encourages students to write and submit papers
- Takes students to conferences: with and without a paper
- Points out workshops, interesting mailing lists, professional societies, and current publications of interest to the student
- Introduces students to colleagues when at conferences
- Gives the kind of help students want and need for finding research topics
- Is currently up-to-date on research in field
- Allows students to take proper credit for their work
- Writes strong letters of recommendation
- Helps students find jobs: recommends people to contact and contacts people for the students

Source: About.com. Graduate School. Advisor Reality Check: Ideal VS. Real. <http://gradschool.about.com/od/aboutadvisors/p/What-To-Expect-From-Your-Graduate-Advisor.htm>. Women in Computer Science and Electrical Engineering (WICSE) UC Berkeley Graduate school Advise. <http://www-inst.eecs.berkeley.edu/~wicse/index.php/advice.html>

The Alumni Speak

"Do internships and look for volunteer positions. They help get experience and keep a person connected to their desired field."
~ M. Monenerkit '97

"Learn all you can while you can from your mentor."

~ M. Holloway '05

"Complete your research! Take full advantage of the program. Whatever is in your schedule right now that conflicts with McNair, give it up! The opportunities down the road will be more successful due to the commitment you make now."

~A. Carr '12

"Don't give up when your plans don't go in the direction you first thought that they would; look for the door that is open. When one door closes, another one opens."

~ K. Ferguson (Brack) '09

"Stay calm and carry on...it's worth it!"

~ C. Eaves '10



WICHITA STATE
UNIVERSITY
TRIO PROGRAMS
McNair Scholars Program

McNair Scholars Program

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Inside....

18th Annual Closing Symposium
Graduation
Grammatically Speaking
Summer Research Seminar
Events to Come
Someone Like Me?
Grad-Connect

“The Doctor”

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McNair Facts Did You Know?

There are several parks, schools and other public places named in honor of Dr. Ronald E. McNair. Carver High School, where McNair graduated was renamed to Ronald E. McNair Middle School.



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.

