

# “The Doctor”

## McNair Scholars Program

Division of Campus Life and University Relations

### Ronald E. McNair

#### 19th Annual Closing Symposium

On July 25, 2014, McNair and EPSCoR (EPS) Scholars will showcase their research findings before family, friends, faculty, and administration. The Closing Symposium will be held at the Wichita State Hughes Metroplex from 8:00 a.m. to 3 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 to learn research methodology, test design, literature analysis, and writing techniques. The following students will present their research:

#### Research Scholars

Danielle Bryant <i>Dr. Glendon Miller</i>	Sharon Cox <i>Dr. Jeff Noble</i>
<i>Dr. Evan Palmer</i>	<i>Dr. Mark Vermillion</i>
Robriana Cole <i>Dr. Sarah R. Taylor</i>	Francesca Chavira <i>Dr. Michael Birzger</i>
Joy Foster <i>Dr. Michelle Redmond</i>	Olivia Graves <i>Dr. Donald Distler</i>
Tuyet Ha <i>Dr. Susan Bray</i>	Lydia Ibarra <i>Dr. Jodie Hertzog</i>
Rosa Palacio <i>Dr. Francisco Florez-Cuautle</i>	Joshua Palacios <i>Dr. Anil Mahapatro</i>
Janelle Petrisor <i>Dr. Mike Rogers</i>	Vicky Raymundo <i>Dr. Janet Twomey</i>
Stan Saiz Jr. <i>Dr. Moriah Beck</i>	Paris Cunningham (EPS) <i>Dr. Rhonda Lewis</i>
Mai Huynh (EPS) <i>Dr. Rhonda Lewis</i>	Kendra Stewart (EPS) <i>BreAnn Collins</i>

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 2013-2014 Graduates are:

**Encarnacion Agosto**

**Kimberly Beltran**

**Danielle Bryant**

**Francesca Chavira**

**Sharon Cox**

**Kristina Durham**

**Jamie Farrelly**

**Olivia Graves**

**Joshua Palacios**

**Enrique Rodriguez**



Alumni Graduates

**Marcus Crawford - MSW**

**Elka Garcia - MS Biology**

**Sara Gomez - MA Spanish**

**Sophia Johnson - MS Comm. Sci. & Disorders**

**Sein Lengeju - MSW**

**Michelle Ofuokwu - MA Criminal Justice**

**Alexander Warthen - MA Org. Leadership**

**John Williams - MEd**

**Happy Birthday!** *to those celebrating birthdays during the months of June, July, and August:*

**Ann Weatherman • June 11th**

**LaWanda Holt-Fields • July 2nd**

**Janelle Petrisor • July 7th**

**Stan Saiz Jr. • July 15th**



#### GRE Prep Workshops

**Dates:** Wednesdays, June 18th through July 16th

**Time:** 9 - 11 a.m.

**Location:** Devlin Hall 107

**Presenters:** William Ingle, *PhD, Mathematics*

Matthew DeAngelis, *MA, Research Coordinator*

## Grammatically Speaking

### *Five Tips to Improve Your Academic Writing*

Wanting to improve your writing should be a top priority for all aspiring graduate students. Your research might be sound, but if you are unable to write clearly, you will not succeed in academia. It's not enough to be good: you have to show it to the world. A paper full of spelling mistakes does not convey a positive image.

*Wanting to improve your academic writing should be a top priority for all aspiring graduate students.*

#### **1. Clear, Concise, and Well-constructed Language**

Legibility takes precedence over everything else.

Text needs to be grammatically sound and appropriately framed in order to be surmised by the intended audience without an effort. The reader must not go through the hassles of deducing the content because it is not ably framed.

Practice economy in writing: avoid colloquial phrases, contractions, run-on sentences, and extreme verbosity in language. Try not to digress away from the topic.

Maintain a temperate and clinical tone. Any inclusion of amusing subtext will be frowned upon in academic circles.

#### **2. Construct Veritable Content**

Make sure content is well-founded and in keeping with established facts.

Fortify your content with substantiated statements. For example, the statement, *"Today's children are not as healthy as those in the previous generation,"* sounds very cursory without any citations. The same statement evidenced by the empirical research that went behind it and/or a mention of the correct statistical numbers contrasting two generations would make it more clear and definitive. Further, using evidence to support your writing will help keep the undesirable controversies at bay.

If you speak about topics you don't know about, you will damage your reputation and credibility in topics on which you are an expert.

#### **3. Plagiarism: Stay Away From It**

In academic writing, there are few intellectual offenses with greater consequences than passing off someone

else's content as your own. Plagiarism is the greatest assault on a researcher's credibility and may result in expulsion and loss of professional standing.

It is okay to take a leaf from previous authors' research and opinions, but do not merely rehash the content without acknowledging its origin. Academic writing stresses the importance of documenting sources of words, images, and ideas. Make sure that sources are correctly cited.

#### **4. Avoid Over-quoting**

Word for word quoting is legitimate in certain situations, but over-quoting makes the content seem borrowed. Insert direct quotations only when you cannot possibly express the equivalent meaning in your own words.

For a major chunk of your document, paraphrasing is suggested. Paraphrasing simplifies a selection, but may not necessarily condense it. Further, ensure that the paraphrased content is attributed to its original source.

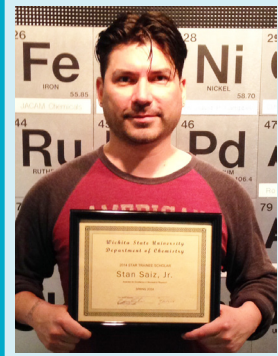
*Confining your paper to an allocated number of words is one of the most daunting tasks in academic writing.*

#### **5. Summarize**

Confining your paper to an allocated number of words is one of the most daunting tasks in academic writing. Summarizing simply means doing away with all the extraneous content without sacrificing the kernel of the topic.

Ensure that your final product is terse and focused. This may entail mentioning just eight case-studies instead of the 32 you have or pruning the document to a third of its original size, but it is more important for your manuscript to meet academic tenets.

**Source:** <http://www.nextscientist.com/tips-improve-your-academic-writing/>



### Scholarship/Award Recipient

Stan Saiz Jr. was one of two chosen in the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP) region to receive a \$500 Veterans Scholarship. Stan also recently received a Star Trainee Award from the Kansas IDeA Network of Biomedical Research Excellence (K-INBRE).

*Congratulations, Stan!*

### Organizing and Citing Sources

When you conduct research and write papers, you want to be sure that you are sharing your own ideas as well as the evidence you are using to support those ideas.

A good organization system can help you:

1. *Find useful sources* - Organization can help ensure that you are finding useful, relevant, and unique sources.
2. *Avoid plagiarism* - When you have organized sources you are much less likely to have a citation error.
3. *Write faster* - You'll save time later when you begin writing and incorporating evidence into your paper.

One great way to keep your research organized is to take good notes. You can identify main ideas and themes in your sources and then group your sources together to use in your research paper.

Take notes and use organizational methods that work for you. If you are a visual learner, consider creating a mind-map for your notes or using color-coding to stay organized.

### Formatting

Be sure to use the appropriate style guide when citing sources. The citation style is typically dictated by the academic area in which you are conducting your research. For example, MLA style is generally used for humanities and liberal arts, while APA is commonly used in the social sciences.

Visit the Purdue Online Writing Lab (Owl) at [owl.english.purdue.edu](http://owl.english.purdue.edu) for formatting and style guides for MLA, APA, Chicago, and ASA writing styles.

**Sources:** <https://owl.english.purdue.edu>  
<http://libguides.luc.edu/content.php?pid=229055&sid=4155883>

### Events to Come

JUNE

- 6 **Research Assembly Meeting** (2 - 3 p.m.)  
Matthew DeAngelis, Research Coordinator  
*“Writing and Editing”*  
Devlin Hall, Rm. 105
- 9 - 11 **Summer Research Seminar** (1 - 3 p.m.)  
Dr. Marlene Schommer Aikins, CESP  
Hubbard Hall, Rm. 320
- 12 - 13 **Library Database Tour** (1 - 3 p.m.)  
Angela Paul, Ablah Library, Rm. 217
- 18 **GRE Prep — Session 1** (9 - 11 a.m.)  
Devlin Hall, Rm. 107
- 25 **GRE Prep — Session 2** (9 - 11 a.m.)  
Devlin Hall, Rm. 107
- 27 **Manuscript Rough Draft Due**

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JULY

- 2 **GRE Prep — Session 3** (9 - 11 a.m.)  
Devlin Hall, Rm. 107
- 11 **Research Assembly Meeting** (2 - 3 p.m.)  
McNair Staff, *“Presentation Skills”*  
Devlin Hall, Rm. 104
- 9 **GRE Prep — Session 4** (9 - 11 a.m.)  
Devlin Hall, Rm. 107
- 16 **GRE Prep — Session 5** (9 - 11 a.m.)  
Devlin Hall, Rm. 107
- 11 **Final Summaries Due**

AUGUST

- 14 - 23 **Mock Presentations**
  - 18 **Summary Rough Draft Due**
  - 23 **All Research Materials Due**
  - 25 **19th Annual Closing Symposium** (8 a.m. - 3 p.m.)  
WSU Hughes Metroplex, Suderman Rm.
- .....
- 18 **First Day of Classes**
  - 23 **McNair Orientation** (10 a.m. - 2 p.m.)  
McNair Staff

## Someone Like Me?

### **Leticia Márquez-Magaña, Molecular Biologist, San Francisco State University**



I was born and raised in Sacramento, California. I have two younger brothers and a younger sister. My parents are from two small pueblos in Zacatecas, Mexico. As a child and into my late teens, I tried to assimilate into the majority culture. In my attempt to be like everybody else, I stopped speaking Spanish and took it as a compliment when individuals told me I was an “exception to my race.” It was not until college that I understood the discrimination that minorities often experience in this country. At the same time, I rediscovered the richness of my cultural heritage, and began to appreciate the many gifts my Mexican parents had bestowed upon me.

It was the media portrayal of prominent scientists that first sparked my interest in the sciences. I remember wanting to participate in the discovery process that allows one individual to be the first person in history to know something, and then to share that knowledge with humanity. When my teachers discussed the biochemical process of the cell, an all-encompassing black box was drawn on the board to represent a chemical occurrence. I wanted to know what was in that black box.

It was not until college that I was truly able to pursue my scientific curiosity. One of my biochemistry professors had figured out a specific biochemical process that occurs in the cell. He demonstrated how individual electrons were moving from different molecules. This was the first time I heard a professor explain what was inside one of those black boxes, and I wanted to be a scientist who uncovered its contents.

While an undergraduate student, I almost changed my major to liberal studies out of sheer intimidation and low grades. This was not due to a lack of intelligence, but to an inadequate preparation at the high school level.

Toward the end of my undergraduate career, I began to receive better grades in my science courses and assisted in a couple of research projects. Still, I continued to question if I should become a scientist.

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“It is very important to love what you do. In my experience it is never the ‘brightest’ student that makes it, but the one who ‘wants it’ the most.”

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Serving my community was of the utmost importance to me. I did not see any other Latinas in science. It was not until one of my professors pointed out that as a research professor I could indulge my fascination with science, while serving my community as a role model for women and minority students, that I decided that science would be my path. After receiving a Bachelor’s of Science and a Master’s of Science degree in biology from Stanford University, I continued my education at the University of California, Berkeley and received a doctorate in biochemistry. I finished my training with a post-doctoral fellowship in the department of molecular pharmacology at Stanford Medical Center.

Today, I am a research professor of microbial genetics and molecular biology for the department of biology at San Francisco State University. In my laboratory we study the molecules that govern the ability of a bacterial cell to move toward food and away from toxic materials. The specific bacterium I study is *Bacillus subtilis*, a common soil bacterium. In fact, a few years ago some scientists discovered a piece of amber from the Jurassic period, and when they broke it open, they found bacterial spores. The spores were germinated and found to be those of *Bacillus subtilis*. We study this bacterium’s gene expression and try to understand it at a molecular level.

I am very proud of my Mexican heritage, and it is an integral part of who I am. I am not just a scientist and research professor; I am a Chicana scientist and research professor. It is very important to love what you do. If you have a passion for science, do not let anything get in your way. Go after that goal! In my experience it is never the “brightest” student that makes it, but the one who “wants it” the most.

## **GRAD-CONNECT**

### Advice from McNair Alumni

*“Always drop in [graduate school applications] that you are McNair. I always get one of two responses ‘Tell me about your research’ or ‘Great! You know how to do research.’”*

**~Marcus Crawford, 2012 – 2013**

*“If you aren’t doing research, you should be.”*

**~Philip Pettis, 2006 – 2008**

*“The things you are doing for yourself are going to benefit them [your children]. How can you teach someone better than by example?”*

**~Margery Hannah, 2007 – 2009**

*“You don’t have to know exactly what you want to do. McNair is grooming you to develop the skill set you need. Network!”*

**~Kerry Grosch, 2000 – 2003**

*“Never give up on your dreams. When times get hard (and they will) you’ve got to take a step back and think ‘Am I really willing to give up after getting so far?’ I hope the answer is ‘no.’ Encourage yourself, because sometimes you will have to. With God, all things are possible. Don’t forget it. May God bless you abundantly!”*

**~Sarah Cummings, 2009 – 2013**

*“Don’t be discouraged. A bad semester or problems with your research can make you feel like you can’t make [it in] grad school. Apply to safe schools, reach schools and in-between schools. It’s not enough to just apply. Call to make sure you met all the requirements, and tell them you’re McNair. Make yourself present.”*

**~Kristina Durham, 2012 – 2014**

*“Find what you’re truly passionate about, and follow that passion.”*

**~Mikki Phan, 2006 – 2008**

*“The journey is long and hard but if you keep your mind on your goals, McNair will teach you what you need to know.*

*You just have to be assertive, and you will succeed.”*

**~Diane Brown, 2007 – 2010**

*“Take advantage of this opportunity to learn about yourself: your strengths and weaknesses, your hopes and your dreams, and the countless possibilities that lay ahead for you. Then take this knowledge and make a difference in the world you live so that others can follow suit.”*

**~Salyi Vu, 2000 – 2004**



WICHITA STATE  
UNIVERSITY  
TRIO PROGRAMS  
*McNair Scholars Program*

## McNair Scholars Program

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### Inside....

Closing Symposium  
Congratulations Graduates  
Grammatically Speaking  
Organizing and Citing Resources  
Events to Come  
Someone Like Me?  
Grad-Connect

### “The Doctor”

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Matthew DeAngelis, Research Coordinator

## McNair Facts Did You Know?

In 1975, Dr. McNair studied laser physics with many authorities in the field at Ecole Dete Theorique de Physique, Les Houches, France. He published several papers in the areas of lasers and molecular spectroscopy and gave many presentations in the United States and abroad.



### 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.

