

“The Doctor”

McNair Scholars Program

Division of Campus Life and University Relations

Now Accepting Applications

The McNair Scholars Program is looking for new participants for the 2014 - 2015 academic year. To be eligible for the Program, students must meet the following criteria: have U.S. citizen status, be enrolled at WSU full-time with sophomore, junior or senior standing (*between 45 - 90 cumulative hours*), and have a cumulative GPA of 2.75 or 3.0 in the last 60 credit hours. Students must also be first generation and low income or a member of a traditionally underrepresented group in graduate education (*e.g., African American, American Indian/ Alaskan Native, Hispanic/Latino, Pacific Islander/Native Hawaiian.*)

The Program is designed for students who are interested in pursuing doctoral studies. Support and services for graduate school planning include, but are not limited to: graduate school exploration, tutoring, research opportunities, faculty mentoring, writing assistance, GRE preparation, conference attendance, and opportunities to be published in a local journal.

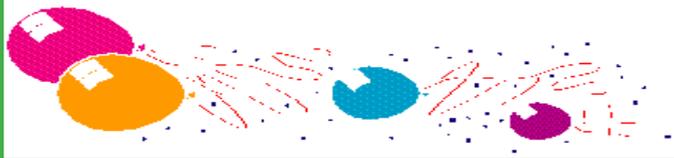
The application period is open until Friday, April 18. Students may stop by the McNair Office, located in Hubbard Hall, room 116 to pick up an application, or visit our website. Faculty and staff may also contact the office with the names of potential candidates.

Happy Birthday! *to those celebrating birthdays during the months of March, April, and May:*

Khoi Lam 3/13 • Olivia Graves 3/26

Francesca Chavira 4/10 • Sharon Cox 4/23

Cree Enna 5/1 • Enrique Rodriguez 5/13



TRIO Day Celebration

On February 13, 2014, the Wichita State University TRIO programs held their annual TRIO Day Celebration, which included a Town Hall Meeting and a banquet at the WSU Metroplex. Wichita State students, high school students from various Kansas TRIO and GEARUP programs, and TRIO staff members were in attendance. The keynote speaker was Dr. Linda Byrd-Johnson, Acting Deputy Assistant Secretary (DAS) for Higher Education Programs, a passionate advocate for education who serves in Washington also as the Senior Director of Student Services (*a department that includes TRIO programs*) for the U.S. Department of Education.

She told her story: growing up and not knowing that she would have an opportunity to go to college, much less attain her doctorate degree and work in the federal government. She began her undergraduate degree by working in her university's library, where she met professors and mentors who helped her find scholarships that enabled her to begin her studies. Those studies became stepping-stones to completing a Ph.D.

Now, she works tirelessly with the funding process for TRIO, to ensure that these programs continue to be available to provide educational opportunities, opportunities that Dr. Johnson, did not have, to those students who deserve and need them.

During the days activities Dr. Johnson was recognized by honorable Carl Brewer, Wichita Mayor and she received the Building Bridges Award from the WSU TRIO programs for the work she has done over the years in advocating for the TRIO Programs

Grammatically Speaking

A Few Language Myths

It's seldom useful to study grammar alone. Focusing only on grammatical exercises, without proper application and study of it in real books, and articles is like spending all your time lifting weights and sprinting during basketball practice, without ever stepping foot on the court. Grammar reviews won't help without habitual reading and writing. However, easy-to-retain guides can serve a useful role, bringing attention to the mechanics of the articles and books that you're reading. Humans have a strong instinct to copy, and guides that divide good grammar from bad grammar also tell a student what to mimic. Studying grammar, when joined to reading and writing, will translate into better work. Grammar Girl, an online clearinghouse for all things grammatical, posted an informative guide to the "Top 10 Language Myths," from which the highlights appear below.

You shouldn't start a sentence with the word "however."

Wrong! It's fine to start a sentence with "however" so long as you use a comma after it when it means "nevertheless."

"Irregardless" is not a word.

Wrong! "Irregardless" is a bad word and a word you shouldn't use, but it is a word. "Floogetyflop" isn't a word—I just made it up and you have no idea what it means. "Irregardless," on the other hand, is in almost every dictionary labeled as nonstandard. You shouldn't use it if you want to be taken seriously, but it has gained wide enough use to qualify as a word.

Passive voice is always wrong.

Wrong! Passive voice is when you don't name the person who's responsible for the action. An example is the sentence "Mistakes were made," because it doesn't say who made the mistakes. If you don't know who is responsible for an action, passive voice can be the best choice.

"I.e." and "e.g." mean the same thing.

Wrong! "E.g." means "for example," and "i.e." means roughly "in other words." You use "e.g." to provide a list of incomplete examples, and you use "i.e." to provide a complete clarifying list or statement.

It's incorrect to answer the question "How are you?" with the statement "I'm good."

Wrong! "Am" is a linking verb and linking verbs should be modified by adjectives such as "good." Because "well" can also act as an adjective, it's also fine to answer "I'm well," but some grammarians believe "I'm well" should be used to talk about your health and not your general disposition.

You shouldn't split infinitives.

Wrong! Nearly all grammarians want to boldly tell you it's OK to split infinitives. An infinitive is a two-word form of a verb. An example is "to tell." In a split infinitive, another word separates the two parts of the verb. "To boldly tell" is a split infinitive because "boldly" separates "to" from "tell."

You shouldn't end a sentence with a preposition.

Wrong! You shouldn't end a sentence with a preposition when the sentence would mean the same thing if you left off the preposition. That means "Where are you at?" is wrong because "Where are you?" means the same thing. But there are many sentences where the final preposition is part of a phrasal verb or is necessary to keep from making stuffy, stilted sentences: "I'm going to throw up," "Let's kiss and make up," and "What are you waiting for" are just a few examples.

Life as a Research Assistant

The job of a research assistant is amorphous, ranging from clerical help in finding library citations, to performing calculations or writing computer code to match precise specifications, to participation as an equal research partner with your supervisor. Usually the responsibilities increase with your experience, and if you find your duties to be too routine, make sure that your supervisor knows that you are ready for more responsibility.

You will probably be working on a very small part of a rather large project, but your role is crucial:

Try to keep the big picture in mind. Ask your supervisor if you may read the research proposal under which you are funded, so that you can see how your project fits into the larger scheme of things.

Try to keep your task clearly in your mind. Make notes immediately after talking to your supervisor so that you don't forget anything.

If you have questions or are stuck, get help! Ask other students who are working on the project, or contact your supervisor as quickly as possible. Don't drift! Each project has a deadline, and it is important that you stay on track.

Stay in close contact with other graduate students on the project to see how they are progressing and to provide sounding boards for each other's ideas. On the other hand, don't hinder their work by constantly distracting them.

Source: <http://gradschool.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.cs.umd.edu%2F%7Eoleary%2Fgradstudy%2Fgradstudy.html>

Phenomenal Women Recognition

The Office of Multicultural Affairs recognized several women on the Wichita State campus for being Phenomenal Woman. Several of these women have ties to the McNair Scholars Program: **Ms. Sara Gomez** and **Ms. Carmen Hytche**, McNair alums, and **Dr. Carolyn Shaw**, **Dr. Jennifer Pearson**, **Dr. Mara Alagic**, and **Dr. Natalie Grant**, previous McNair Research Mentors.

Congratulations, ladies!

Events to Come

MARCH

7 **Grad Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106
LaWanda Holt-Fields
"The Back-Up Plan"

McWrite (3 - 4 p.m.)
Devlin Hall, Rm. 106
Noah Trammell
"Parts of a Manuscript"

28 **Grad Prep** (2 - 3 p.m.)
Devlin Hall, Room 106
Connie Dietz, Cooperative Education
"Portraying a Professional Image"

4 **Grad Prep** (2 - 3 p.m.)
Devlin Hall, Rm. 106
Dr. Greg Buell, Counseling & Testing
"Stress Management"

Research Assembly Meeting (3 - 4 p.m.)
Devlin Hall, Rm. 106
McNair Staff
"Research Concerns"

APRIL

11 **McWrite** (2 - 3 p.m.)
Devlin Hall, Rm. 106
Noah Trammell
"In Review: Jeopardy Game"

19 **Grad Prep & Seminar** (10 a.m. - Noon)
Devlin Hall, Rm. 106
McNair Alumni
"Graduate School Panel"

25 **Grad Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106,
JoLynn Bright, EMPAC
"Managing your Debt While in Graduate School"

MAY

2 **Grad Prep & Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106
LaWanda Holt-Fields
"Closing the Semester/ 5-Slide Presentations"

8 **Last Day of Classes**

10 - 16 **Final Exams**

Someone Like Me?

Dr. Jimmy Adegoke, Professor of Geosciences

Jimmy Adegoke credits his successful career in the environmental field to two factors: his family's emphasis on education and the close guidance of mentors. Growing up and attending undergraduate school in Nigeria, "The idea of building a career in the environmental sciences wasn't something that I was exposed to," Adegoke recalls. "But I think that my career was strongly influenced by growing up in the family that I did. My dad was an educator, and he insisted on his children getting a good education. Anywhere in the world, that will always be the key—when parents make an investment in their kids, it pays off."



Adegoke majored in Geography, with minors in Physics and Geology, as an undergraduate at Ahmadu Bello University. Although it was a large university, Adegoke managed to establish a close relationship with a professor who was a tremendous influence. The professor introduced Adegoke to climate research and convinced him that the field held abundant opportunities. "He told me that climate science would become important in the future, and that there weren't a lot of people doing it," Adegoke says. "As it turns out, he was absolutely right."

Adegoke attended the University of Ibadan, where he earned his M.S. in Geography, specializing in Climatology. After relocating to the United States in the early 1990s, he conducted research at the Joint Institute for the Study of the Atmosphere and Oceans (JISAO) at the University of Washington, and went on to get his Ph.D. from Pennsylvania State University, focusing on Satellite Climatology. At both institutions, he again benefited from close mentoring, this time at the hands of some of the country's foremost climate researchers. "I had the privilege of being mentored by top-notch scientists who valued investing in younger folks. They taught me the importance of mentoring, and as a result I now pay particular attention to that," Adegoke notes.

Adegoke feels strongly about the importance of mentoring and educational outreach efforts, especially when that outreach targets minority students. He directs the Minority Outreach Science Enrichment Program (MOSEP) and the Global Learning and Observations to Benefit the Environment (GLOBE) at UMKC, and recently secured a major National Science Foundation (NSF) grant to develop a pipeline strategy to increase the number of minority students majoring in the Geosciences. In addition, Adegoke works with minority students through the Louis B. Stokes Alliance for Minority Participation (LS-MoAMP) program, and a number of his Ph.D. students have been minorities.

Adegoke strongly encourages young people of color who demonstrate a curiosity about the natural world to seek out a career in the environmental sciences. "We absolutely do not have enough minorities in this field," he says emphatically, "and the field is wide open! The environmental and geoscience communities are actively looking to expand their disciplines and attract minorities. There are huge openings in this field, and any minority who wants to make a career in it will be welcomed. I absolutely encourage anyone looking for a fun, interesting career with good opportunities for advancement to take a look at any of the environmental science disciplines."

GRAD-CONNECT

Writing and Publishing like a Professional

As students enter the world of graduate studies, they also begin to enter the world of publication. Publishing work in professional journals establishes a “public academic presence.” Now undergrads searching databases may come across a graduate student’s article and use it as an authoritative source. Other professionals will critique it. This means that students entering graduate studies should have the highest standards for the work they publish, as it will influence their field and their peers’ opinion of the work. These standards cover two areas: the work that goes into writing a paper and the place where the paper is published.

Revising like a Professional

When writing a paper for class, students, especially undergraduates, may not be used to editing their papers extensively. Often, they put them through one draft, proofread them, and submit them. However, in the professional writing field, editing is a much deeper process. When submitting work to peer-reviewed journals, writers must be prepared to put a paper through multiple drafts in response to their editors’ critiques and taste. While these critiques will probably include small grammatical changes and major additions or cuts, students must also be prepared to re-write substantially: that is to say, to delete whole paragraphs or sections and start again from a blank page. Substantial rewriting is necessary because copying and pasting old sentences together creates a jerky, out-of-sync rhythm in the language, like Frankenstein’s monster stitched together from many parts. While creating new sentences may take longer than simply remixing old ones, it pays back in smoothness and readability.

Successful Publication

When a paper is finished, it must be sent out into the world of journals and publishers. There are countless journals in STEM fields, each with its own editor, readership, and specialty. Because the range of potential publishers is so vast, it can be tough to know where to send an article when it’s finished. There is no easy way to know where to publish. First and foremost, students need to read in their fields, learning which journals and researchers set the standard for excellence and paying attention to new developments in the specialty’s knowledge. This expands a student’s knowledge of every aspect of research and teaching, and reading shouldn’t be limited to looking for where to send your own research. However, for students just getting started publishing, it may be a good idea to ask a professor or research librarian with wide knowledge of the publishing landscape where to send new work. In addition, looking up a journal’s editors, checking the authors who have been published there, and glancing through a sample issue can tell a potential submitter if the journal is high-quality. One easy guideline to follow is only to submit to journals associated with universities or other, comparable institutions. If the editor’s email address ends with “gmail.com” instead of “.edu,” writers should probably keep looking.

The Future of Publishing

With more and more newspapers and academic journals making the jump to digital format, the model for professional publishing is changing. Students expecting to be paid substantial sums for strong articles should hang up their hopes: it is likely that publishing will migrate to free, open-source formats, open to everyone. However, this doesn’t mean that publishing doesn’t come with benefits. Graduate and post-graduate students looking ahead to future employment as teachers and researchers should know that publishing in high-quality journals can lead to promotions and more attention from administration. While it may not carry the monetary benefits it used to, publication will continue to translate into benefits for academic writers, contributing to the professional image they project into their field. A good name is better than gold.

McNair Scholars are prepared for the world of academic publishing by writing their own articles, collected in the McNair Research Journal and made available online [here](#).



McNair Scholars Program

1845 N. Fairmount
Wichita, KS 67260-0199

Inside....

Now Accepting Applications
National TRIO Day
Grammatically Speaking
Life as a Research Assistant
Events to Come
Someone Like Me?
Grad-Connect

"The Doctor"

McNair Scholars Program
Wichita State University
Hubbard Hall, Room 116
Campus Box 199
Wichita, KS 67260-0199
Phone: (316) 978-3139
Fax: (316) 978-3439
E-mail: nrtram@wichita.edu
Noah Trammell, Editor
Website: webs.wichita.edu/mcnair

Staff:

LaWanda Holt-Fields, Director
Maria Lucas, Senior Administrative Assistant

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.



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.

