



“The Doctor”

McNair Scholars Program

Letter from the Director

Congratulations and welcome to the McNair Scholars Program, “the art of Deliberate Success.” I am so excited about what this year will hold for each of us. This is the last year in a five-year grant cycle. We will begin writing for refunding this year and we plan to be “deliberate” in our intentions to be refunded so that we can continue the opportunity of working with great students like you.

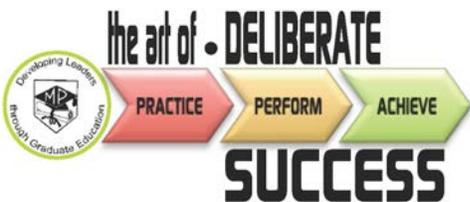


As you begin this journey toward the achievement of your doctoral degree, you too should be deliberate about the things that you do:

- 1) excelling in your classes
- 2) preparing for and taking the GRE
- 3) who you request letters of recommendation from
- 4) what graduate programs you apply to

Each of these decisions will play a big part in your success. The McNair Program staff is excited to be a part of these next steps and decisions that you will make. We also want you to know that we are here to assist you along the way. Please take advantage of the support and the resources that are here for you.

It is my pleasure to have served as the director of this program for the past 21 years. I have had the opportunity to witness the many successes of your predecessors and I look forward to witnessing your success as well.



2016 - 2017 McNair Scholars

The McNair Scholars Program is off to an excellent start for the 2016 - 2017 academic year, with students participating in activities to become familiar with the graduate school process and scholarly research. The McNair staff welcomes the following scholars:

- | | |
|-------------------|--------------------|
| Tracia Banuelos | Valerie Noseng |
| Cooper Colglazier | Eugene Potts |
| Nephi Escobar* | Elizabeth Ramirez* |
| Lupe Fraire | Veronica Ramirez* |
| Christine Fuston | Timothy Rollings* |
| Vera Gantt* | Elvin Salerno* |
| Logan Gisick* | Martina Salerno* |
| Jesus Gonzalez* | M. Gaby Valverde* |
| Amanda Johnson | Carrie Van Dusen |
| Jasmine Mayorga* | Carol Viluethpad |
| Darrin McPherson | Alvine Wetiba* |
| Aja Molinar | |
| Brandon Moore* | |

*indicates returning students

Happy Birthday to those celebrating during the months of September, October, and November:



- | | |
|----------------------|--------------------------|
| Alvine Wetiba • 9/2 | Ashley Cervantes • 10/12 |
| Elvin Salerno • 9/17 | Aja Molinar • 10/29 |
| Gaby Valverde • 9/22 | Veronica Ramirez • 11/12 |
| Brandon Moore • 9/30 | Eugene Potts • 11/23 |

Grammatically Speaking: *The Literature Review*

All students involved in the research component will complete a literature review as part of that process. Use the information below as a guide. Your aim should be to evaluate and show the relationship between previous research and your current research. In order to do this effectively, you should carefully plan how you will organize your work.

Functions of the Literature Review

1. What is a literature review?

A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis.

A summary is a recap of the important information in a source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates.

2. How does a literature review relate to my research question?

A review of the literature is an essential part of your academic research project. In a research paper, you use the literature as a foundation and as support for a new insight that you contribute. The review is a careful examination of a body of literature pointing toward the answer to your research question.

3. Why do we write literature reviews?

Literature reviews provide a solid background for research investigation. Comprehensive knowledge of the literature in the field is essential to most research papers. Through the literature review you will discover whether your research question already has been answered by someone else. If it has, you must change or modify your question.

Strategies for Writing the Literature Review

1. Find a focus

A literature review is usually organized around ideas, not the sources themselves like an annotated bibliography. You will not simply list your sources and go into detail about each, one at a time. As you read widely but selectively in your topic area, consider what themes or issues connect your sources together. Do they present one or different solutions? Is there an aspect of the field that is missing? Do they reveal a trend in the field or a raging debate? Pick one of these themes to focus the organization of your review.

2. 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 (so you can emphasize them).

3. Additional Considerations:

- *Use evidence* - Your interpretations must be backed up by evidence to show that what you are saying is valid.
- *Use quotes sparingly* - A few short quotes here and there are okay, though only if what the author said just cannot be rewritten in your own words.
- *Keep your own voice* - While a literature review presents others' ideas, your voice (the writer's) should remain front and center.
- *Use caution when paraphrasing* - When paraphrasing a source, be sure to represent the author's information or opinions accurately and in your own words.

Summary: Your Literature Review should:

- *Demonstrate why your research should be conducted*
- *Explain how your work relates to previous research*
- *Summarize important information, but remember to synthesize that information as well.*
 1. *Interpret information in a new way*
 2. *Trace progression of ideas/debates related to your topic*
- *Provide a foundation for your research*
- *Be focused around one central theme or issue*
- *Include the most important ideas from each source*
- *Provide evidence to support your interpretations*
- *Employ a limited use of quotes*
- *Paraphrase accurately and in your own words*

Sources: <http://www2.uncp.edu/home/acurtis/Courses/ResourcesForCourses/LitReview.html>; <http://writingcenter.unc.edu/handouts/literature-reviews/>; <http://www.ait.ac.th/education/LanguageCenter/ait-writing-services/guide-book/using-the-literature.html#U-EzLFYtS68>; <http://webs.wichita.edu/depttools/depttoolsmemberfiles/holtfields/Newsletters/2012%20Doctor%20Oct%20-%20Nov.pdf>

Research Proposal Deadline

Research proposals for the 2016 - 2017 McNair grant year are due on September 19, 2016. Begin to identify a faculty member who is willing to work with you. Learn more about that process during the September Research Assembly Meeting.



Quick Writing Tips

Follow these simple tips to improve the quality of your writing.

- **Eliminate the word “that.”**

The majority of the times you use the word “that” can be removed from your writing and it will instantly make your sentence stronger.

Example: “You believe that I’m lying, but I’m not.” becomes “You believe I’m lying, but I’m not.”

- **Eliminate the words “I think.”**

It adds nothing. Remove it to strengthen your point.

Example: “I think this is a good sentence.” becomes “This is a good sentence.”

- **Avoid words that end in “-ing.”**

In most cases, the “-ing” softens your word and adds no value. Your writing will read better if you avoid it.

Example: “The experiences we’re seeking end up being underwhelming and even disappointing.” becomes “The experiences we seek often underwhelm and disappoint.”

Source: <https://medium.com/an-idea-for-you/the-two-minutes-it-takes-to-read-this-will-improve-your-writing-forever-82a7d01441d1#.7s5egduoc>

Events to Come

SEPTEMBER

2 Devlin Hall, Rm 106
Grad Prep Meeting (2 - 3 p.m.)
Jill Pletcher, “*Vitae Writing*”
Research Assembly Meeting (3 - 4 p.m.)
Ashley Cervantes, “*Intro Research/Writing a Proposal*”

9 Devlin Hall, Rm 106
Grad Seminar (2 - 3 p.m.)
Ashley Cervantes, “*Grad School Apps/Funding*”

17 Devlin Hall, Rm 106
Faculty Led Seminar (10 a.m. - noon)
LaWanda Holt-Fields, “*Time and Stress Management*”
Research Proposals Due

30 Devlin Hall, Rm 106
Grad Prep Meeting (2 - 3 p.m.)
Ashley Cervantes, “*Grad School Bingo*”

OCTOBER

7 Devlin Hall, Rm 106
McWrite (2 - 3 p.m.)
Ashley Cervantes, “*Intro to Writing Styles*”
Ablah Library, Rm 217
Research Assembly Meeting (3 - 4 p.m.)
Angela Paul, “*Library Database Tour*”

22 Devlin Hall, Rm 106
Faculty Led Seminar (10 a.m. - noon)
Michael Hepler, “*Personal Statement Writing*”

28 Devlin Hall, Rm 106
Grad Seminar (2 - 3 p.m.)
Micheal Birzer, “*Selecting a Mentor/Professionalism*”

NOVEMBER

4 Devlin Hall, Rm 106
McWrite (2 - 3 p.m.)
Ashley Cervantes, “*The Literature Review*”
Ablah Library, Rm 217
Research Assembly Meeting (3 - 4 p.m.)
Library Services, “*Library End Note Training*”

18 McNair Office
Program Meeting (11:30 a.m. - 1 p.m.)
“*Closing the Semester/Holiday Feast*”

Someone Like Me: Michaele Chappell, Ph.D.



Michaele Chappell, Ph.D., Mathematics

Dr. Michaele Chappell is a Full Professor in the Department of Mathematical Sciences at Middle Tennessee State University where she teaches both mathematics and mathematics education courses to undergraduate and graduate students. From 2004-2006, she served in the role of Interim Chair for the department.

Dr. Chappell began her career in higher education as a McKnight Doctoral Fellow at Florida State University where she graduated in 1991 with a Ph.D. in mathematics education. She then served for over 10 years on the faculty in the Department of Secondary Education at the University of South Florida in Tampa.

Her research and scholarly agenda has focused on the mathematics achievement of African-American learners at all levels, the professional development of teachers of mathematics—particularly those who practice at the elementary and middle school levels, and the spatial reasoning abilities and mathematical problem solving of both teachers and students. Given such, she has authored numerous publications, comprising of several book chapters and journal articles as well as an edited book series on *Empowering the Beginning Teacher of Mathematics*.

Dr. Chappell has been very active in national projects as well as national and state mathematics education organizations. She has worked as an investigative researcher from 1992-1996 for the QUASAR Project funded by the Ford Foundation; as a workshop leader in 1999 for the Mathematics Teacher Preparation Content Workshop sponsored by the Mathematical Sciences Education Board of the National Research Council; and as a reflective collaborator from 2000-2002 for the Reflections Project sponsored by the National Council of Teachers of Mathematics (NCTM) and the Duke Energy Corporation. She has served in the role of officer and board or committee member for the Association of Teachers of Mathematics (AMTE) and the Benjamin Banneker Association (BBA).

In 1996, Dr. Chappell became the first McKnight graduate to serve on the board of directors for the Florida Education Fund (FEF) and held two distinct terms on the board until 2005. She has been an invited speaker at several conferences and has provided numerous school practitioners with professional development workshops. Through her teaching, research, and presentations over the past 26 years, Dr. Chappell has demonstrated a breadth of knowledge in mathematics teaching and learning.



Grad Connect: *Selecting a Graduate Program*

Sending out dozens of graduate school applications is time-consuming. Focus your attention on a few, carefully selected schools.

Choosing a Graduate School

1. Separate potential graduate schools into categories based on your chances of admission, just as you did when applying to undergraduate programs. As a target list, select two safety schools you're fairly certain will accept you, two with whom you have a fighting chance, and one to two dream schools that's a long-shot, but still possible.

2. Keep career in mind

For graduate students, the academic experience is paramount, and your career goals will impact what you look for in a program. Apply to schools that have one or more professors who do research in your general area of interest, and with whom you can imagine working closely for a year (or six).

3. Make personal connections

To get the real scoop on a school, you need to go to the

source. A conversation with faculty members will give you insight into the program and the dynamics of the department. And making personal connections with professors may help your application.

4. Speak to the real experts

You should also contact graduate students who currently study in that department. Do they enjoy working with their professors? What are the positives and negatives of the department and the school at large?

5. Last but not least...

Check to make sure that the institution has adequate facilities and resources for your particular needs. This could include labs, libraries, grants, teaching assistantships, and summer fellowships. Remember, as McNair Scholars, you are eligible for application fee waivers and funding opportunities at many institutions (<http://www.coenet.org>).

Source: <http://www.princetonreview.com/grad-school-advice/choosing-a-school>

McNair Events



Dr. Shchommer-Aikins led the Summer Research Seminar for prospective McNair researchers.



2015-2016 McNair Student Researchers pose for a group photo following the 21st Annual Closing Symposium.



McNair Scholar Martina Salerno led a session during the National Girls in STEM Conference held at WSU in May 2016.



Program Director LaWanda Holt-Fields and Program Counselor Ashley Cervantes pose with 2016 graduates.



**WICHITA STATE
UNIVERSITY**
TRIO PROGRAMS
McNair Scholars Program



McNair Scholars Program

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McNair Fee Waivers/Fellowships

The Council for Opportunity in Education (COE), in conjunction with the Council of Graduate Schools (CGS), has compiled a list of McNair incentives to help Scholars find graduate schools that offer application fee waivers and/or fellowships and other opportunities that are available to McNair Scholars.

This list can be found at http://www.coenet.us/coe_prod_imis/COE/TRIO/McNair_Fee_Waiver_List/COE/NAV_TRIO/McNair_Scholars_Fee_Waiver_List.aspx?hkey=d459a62a-5577-4103-b125-8c3bb8aa5029

Highlighted Fellowship:

George Washington (GW) University waives applicaiton fees for McNair scholars and offers the following funding opportunities:

- Doctoral only: Stipend of \$20,000 in addition to full-tuition award
- Doctoral or Master's: Full-tuition or up to full-tuition award
- Doctoral or Master's: 15,000 tuition award or up to 15,000 tuition award

Two awards are available each year. Master's recipients are only eligible for tuition awards and may hold the fellowship for two years; doctoral students are eligible for any of the three awards and may hold the fellowship for three years. It is expected that the Fellow's school at GW award a Graduate Assistantship teaching, research or administrative for two additional years. McNair applicants will also be considered for lesser awards from academic departments or schools at GW.

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Ashley Cervantes, Program Counselor
Neshia Greene, Senior Administrative Assistant

McNair Facts: Did You Know?

The McNair Crater is a small lunar impact crater on the far side of the Moon. It lies within the double-ringed Apollo basin, inside the eastern part of the interior ring. It has partly merged with the crater Jarvis, and the two share a common rim.



The crater name was approved by the International Astronomical Union in 1988 in honor of Ronald McNair.

Source: [https://en.wikipedia.org/wiki/McNair_\(crater\)](https://en.wikipedia.org/wiki/McNair_(crater))

Notice of Nondiscrimination

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Effective Date: March 25, 2016