

# THE ACADEMIC SPOTLIGHT

## “The Doctor”

### McNair Scholars Program

Wichita State University

Division of Campus Life and University Relations

[webs.wichita.edu/mcnair](http://webs.wichita.edu/mcnair)

June - August, 2008

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### McNair Scholars Prepare for the 13th Annual Closing Symposium

On Friday, August 1, 2008, the McNair Scholars Program will host the **13th Annual Closing Symposium** where the *Academic Spotlight* will shine on fourteen scholars who have completed 200 plus hours of research. Students will present the findings of research conducted under the mentorship of a faculty person. The following students are currently participating in research: **Valerie Denney, Christina Eaves, Keshia Ezerendu, Kimberly Grimes, Margery Hannah, Jade Hudson, Diane Jefferson, Skylar Joyner, Philip Pettis, Adella Rucker, Tayoni Scott, Shondella Umeh, Darnell Webb** and **Fecelia Lee** (EPSCoR participant.)

Administrators, faculty, friends, and family are invited to attend the symposium, located in **room 203 in the Rhatigan Student Center (RSC), from 8:00 a.m. - 3:00 p.m.** The participation in scholarly research activities, along with presenting, is an important experience which will resonate long after the students' undergraduate years, and will help them prepare for graduate study in the pursuit of a doctoral degree.



### McNair Scholar Wins First Place in Research Forum

Wichita State University hosted the **Undergraduate Research and Creative Activity Forum**

(URCAF), April 25, 2008. Many students from various disciplines presented in one of three categories: Oral, Poster or Exhibition/Performance. The top two presenters of each category received cash awards and a trophy. McNair Scholar **Philip Pettis** received 1st place for his oral presentation titled *Assessing the Behaviors, Attitudes and Perceptions of Men who Have Sex with Men Regarding HIV/AIDS*. The McNair staff would like to congratulate Philip for this honor.

### Summer Research Seminar Series

**Dr. Marlene Schommer-Aikins**, Professor in the Counseling, Educational and School Psychology (CESP) Program, will lead a seminar to acquaint McNair scholars with research concepts, including sampling, methodology, and research design. A research methods course is required of students wishing to conduct research; this seminar will offer an introduction as well as aid students in writing their research proposals. This is the 9th year that Schommer-Aikins has worked with the Program. The seminar will be held three days during the week of **June 9 - 13, 2008, from 1:00 - 3:00 p.m. in room 327, Hubbard Hall**. Students will receive six hours toward their required research hours upon the conclusion of the 3-day seminar. Space is limited to 10 students.



### Food For Thought



The great breakthrough in your life comes when you realize that you can learn anything you need to learn-- to accomplish any goal that you set for yourself. This means there are no limits on what you can be, have or do.

~ Anonymous



## Grammatically Speaking

### Preventing Plagiarism

Plagiarism is a difficult concept to define. It includes a range of actions from failure to use proper citation to wholesale cheating. A student who plagiarizes is one who unintentionally or deliberately adopts or reproduces ideas, words, or statements that are another person's ideas without acknowledging the source. Accidental plagiarism occurs when a writer fails to cite sources completely or accurately. Below are tips for avoiding plagiarism.

### Tips for Avoiding Accidental Plagiarism

- **Take careful notes.** Be sure you have recorded information from your sources carefully and accurately.
- **In your notes, put all words borrowed from sources inside circled quotation marks**, "for example", and enclose your own comments within brackets ([ ]).
- **In your paper, differentiate your ideas from those of your sources** by clearly introducing borrowed material with a running acknowledgement and by following it with documentation.
- **Enclose all direct quotations** used in your paper within quotation marks.
- **Review paraphrases and summaries in your paper** to make certain they are in your own words and that any distinctive words and phrases from a source are quoted.
- **Document all quoted material and all phrases and summaries** of your sources.
- **Document all facts** that are open to dispute or are not common knowledge.
- **Document all opinions, conclusions, figures, tables, statistics, graphs and charts** taken from a source.

Sources: [Kirsznner, Laurie G., and Stephen R. Mandell. The Holt Handbook. Boston: Thomson, 2002.] & ©2000 by the Regents of the University of Minnesota -- Twin Cities. University Libraries. All rights reserved. URL: <http://tutorial.lib.umn.edu/Updated:9/1/99>



## Congratulations to our McNair Scholars

### 2007 - 2008 Undergraduates

**Roni Ayalla** - BA Communications

**Christina Bower (Alum)** - BS Biological Sciences & BA Psychology

**Valerie Denney** - BA Fine Arts

**Steven Hernandez** - BA Business Administration

**Jade Hudson** - BA English

**Diane Jefferson** - BA Social Work

**Skylar Joyner** - BA Social Work

**Kayla Nash (Alum)** - BA Spanish & BS Criminal Justice

**Mikki Phan** - BA Psychology

**Shondella Umeh** - BA General Studies

### 2007 - 2008 Masters Degrees

**Meladee Garst (Alum)** - Educational Psychology Counseling

**Brandi Newry (Alum)** - Educational Specialist's Degree School Psychology

### Students Entering Graduate Programs

**Roni Ayalla** - Masters Digital Media University of Washington

**Valerie Denney** - Masters Art Therapy Emporia State University

**Jerry Elmore (Alum)** - Masters Library Science Emporia State University

**Marissa Higinio (Alum)** - Masters of Public Health Administration University of Kansas

**Jade Hudson** - Masters English Miami University of Ohio

**Diane Jefferson** - Masters Social Work University of Oklahoma

**Skylar Joyner** - Masters Social Work University of Oklahoma

**Kayla Nash (Alum)** - Masters Public Administration Louisiana State University

**Mikki Phan** - PhD Human Factors Psychology Wichita State University



## That & Which: which is best to Use?

**Restrictive clauses** (“*that*”) modify, focus, and limit. Because the information they supply is essential to the intended meaning of sentences, they are not set off by commas.

The lawnmower *that* is in the garage needs sharpening.

“*That*” restricts the reader’s thought, directing attention to a specific bit of information to complete a message’s meaning.

**Non-restrictive clauses** (“*which*”) do not limit the words they modify; they simply add information that otherwise would not be provided. Non-restrictive clauses are set off by commas because the information they provide is supplementary, not essential to the meaning of the sentence.

The lawnmower, *which* is in the garage, needs sharpening.

“*Which*” is non-restrictive and introduces subsidiary rather than essential information to the meaning of the sentence.

**Note:** Restrictive and non-restrictive clauses need not begin with “*that*” and “*which*.” For example, if humans or animals with names are being discussed, “*who*” may become the appropriate choice for both kinds of clauses. In such cases, a comma all by itself can transform the meaning of the sentence.

He helped the native guides *who* were sick with malaria. (restrictive clause--no comma. Not all guides had malaria)

He helped the native guides, *who* were sick with malaria. (non-restrictive clause--comma. All guides were sick with malaria)

Source: That & Which: <http://web.ku.edu/~edit/which.html>

## Happy Birthday!

The staff would like to wish a Happy Birthday to those who are celebrating birthdays this summer.

Shukura Bakari-Cozart 6/19

Keshia Ezerendu 6/26

Tayoni Scott 6/29

Shannon Ray 6/30

LaWanda Holt-Fields 7/2

Philip Pettis 7/28

Darnell Webb 7/28

Krystal Brack 8/17

## Events to Come

JUNE

- 6 **Research Assembly Meeting (RAM)**  
Kyle Little, McNair Research Coordinator  
“**Writing & Editing**”  
2 - 3 p.m., room 106, DV  
**Abstract Rough Draft Due**
- 9 - 13 **Summer Research Seminar**  
Dr. Marlene Schommer-Aikins  
1 - 3 p.m., room 328, HH
- 20 **Final Abstract Due**
- 27 **Summary Rough Draft Due**

JULY

- 3 **Final Summary Due**
- 4 **Independence Day! No Classes**
- 11 **Research Assembly Meeting (RAM)**  
LaWanda Holt-Fields  
“**Presentation Skills**”  
2 - 3 p.m., room 106, DV  
**Manuscript Rough Draft Due**
- 14 -24 **Mock Presentations**
- 18 **Poster Board Approval**
- 23 **Final Manuscript Due for Publication Consideration**

AUGUST

- 1 **14th Annual Closing Symposium**  
**All Research Paperwork is Due**
- 18 **McNair Student Orientation**  
1 - 3 p.m., room 106 DV



## Someone Like Me?



### **Dr. William T. Hoston, Professor, Political Sciences, Wichita State University, Wichita, Kansas**

**W**illiam T. Hoston was born in Queens, New York. Raised in a single-parent household, his mother has been the foundation of his success. His mother, Janet Smith, entered the United States Navy when he was only two years old. As a child, Hoston traveled around the United States, which exposed him to different cultures and groups of people. This, he believes, has translated into his ability to adapt to new environments.

Hoston and his mother relocated to New Orleans when he was 13 years of age. He attended Belle Chasse High School, a predominantly white high school, where he acclimated himself by becoming Who's Who Among American High School Students and a standout football player.

Hoston first entered college on a football scholarship to Nicholls State University. At Nicholls State, much of his focus was on football, which was reflected in his early grades (earning a 1.93 in his first semester and 1.50 the following semester.) Due to family issues, Hoston eventually quit football and dedicated himself to finishing his degree. He spent a short stint in Oxnard, California, but eventually returned to Louisiana and attended the University of New Orleans. It was at the University of New Orleans that Hoston realized he wanted to go to graduate school and sought out the advice of many of his professors. It was two professors, Drs. Ralph Thayer and Peter Anderson, who highly encouraged him to take the Graduate Records Exam (GRE) and apply to graduate school.

After earning his bachelor's degree in general studies from the University of New Orleans, Hoston attended Florida State University and earned his master's degree in criminal justice in one year. While serving as a graduate assistant at FSU, he fell in love with teaching and soon became an instructor after receiving his master's degree. This introduction to higher education propelled his desire to become a professor, either teaching criminal justice or law.

Hoston contemplated going to law school before deciding to pursue the Ph.D. in criminology and criminal justice. However, that decision was quickly questioned; it was at FSU that he first faced different forms of institutional prejudice and discrimination as a graduate student. For example, Hoston had to challenge the grading of several professors; he was told he was not doctoral material, and fought to complete his master's thesis on the subject of gangsta rap music. He failed the Ph.D. general exams by one point, which prevented him from completing his doctoral program.

After taking a short break from graduate studies, Hoston returned to another Ph.D. program at the University of New Orleans in political science. Starting from scratch, he realized the importance of having a Ph.D. and persevered, stating "quitting was not an option." Although temporarily displaced by Hurricane Katrina in August of 2005, Hoston completed his Ph.D. in December of 2007.

Today, Hoston is an assistant professor in the Department of Political Science at Wichita State University in Kansas. He is a dedicated and enthusiastic teacher who teaches a wide variety of classes. Hoston provides these words of wisdom, "People will remember you not by what you say, but by what you do." His motto is "I just want to be an example. Many have come before me and hopefully those that come after will be inspired by the example that I have set."

## **GRAD-CONNECT**

### ***“How to Get the Most out of an Internship”***

As students prepare for graduate school, many take the opportunity to participate in an internship to gain hands-on work experience and training, as well as personal and academic development. Choosing a good internship requires a bit of research to ensure that the experience is positive and rewarding. Below are points to consider when searching for internships.

#### ***What is an Internship?***

An internship is a position which allows a student to gain professional experience in an occupational area they are considering. Typically the experience has a level of responsibility that allows a student to develop new skills in the field and offers training and supervision that facilitates learning. Internships can be both paid and non-paid experiences.

#### ***Not all Internships are equal:***

An intern is not a source of cheap, routine labor. Regardless of the organization and the position, the internship must follow certain guidelines in order to qualify. It must be a *supervised position* that provides professional development for the intern. This includes training, feedback, and exposure to the workplace environment and expectations. An internship should not consist of routine, clerical tasks, but specific projects that relate to the intern's area(s) of professional interest.

#### ***Why get an Internship?***

Just a decade ago internships were considered useful but not a necessity. Today, students are at a competitive disadvantage in the job market if they do not have one (Oldman & Hamadeh 2004). Vault reported in 2003 that 87% of US college students have completed at least one internship by graduation; 70% had two or more internship experiences. Among numerous advantages, internships:

- Allow students to test out or develop necessary skills in his or her area of study.
- Give opportunities to break into the field.
- Are an excellent resume builder.
- Allow students to gain exposure to an employer and its organizational culture.
- Help to establish mentoring and networking opportunities.
- Open up the possibility of full-time employment upon graduation (the employer is giving students a “test run” to see how they perform).

#### ***Things to consider when searching for internships:***

- What will be the duration of the internship?
- What do the responsibilities include? How will these responsibilities contribute to your overall professional and career development?
- Who will be your supervisor? How, specifically, will this supervisor provide guidance and support?
- What will be the responsibilities of the supervisor in terms of training and feedback?
- What mechanisms will be in place to ensure communication between you and the supervisor(s)?
- What precisely will be expected of you in terms of your conduct and contributions?
- What will your work schedule be? What mechanisms will be in place in case you need to take time off or are unable to complete the full term of the internship position?
- How will you be evaluated in terms of growth and performance?
- What is the organization's policy on liability? In what ways does it cover you, and what steps will be necessary for you to insure your own protection?

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The WSU McNair Program would like to welcome **Kyle Little**, a Creative Writing graduate student in the English Department. Little will serve as the Research Coordinator during the summer

months assisting students with preparing their research manuscripts for publication.

*“Of all the properties which belong to honorable men, not one is so highly prized as that of character.”*

*~ Henry Clary*

Currently, there are 180 McNair Scholars Programs around the country, serving first generation, limited income and underrepresented college students.

Wichita State University’s McNair Program has served nearly 200 college students since 1995.

**McNair Facts**  
**Did You Know?**



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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 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.