

Mentor Interview Guidelines--DRAFT

Sometime during the first three weeks of the Institute you will be expected to interview your research mentor. From this conversation, you will write a paper about what you learned. The paper must be **typed, single-spaced, and approximately two pages**. Your write-up should be a synthesis of your interview—NOT a running dialogue of your questions and the responses. Please take some time to identify key themes or topics that were particularly interesting to you.

The goal of your interview is to find out how your research mentor became a professional. Examples of interview questions may include, but are not limited to, the following:

- What advice could you share with me about becoming a future graduate student:
 - Successfully working in an academic setting?
 - Average day of a graduate student in our discipline?
 - Pursuing a research agenda?
 - Becoming a faculty member?
 - Balancing teaching, service, and research?
- What professional activities are you involved in (e.g., grants, officer in professional society, textbook writing, etc)? How did you get involved in these activities?
- How has your approach to teaching changed over the years?
- How has your approach to research changed over the years?
- How has your approach to mentoring students changed over the years?
- What skill set do you see us developing during the research institute?
- What are your expectations of me as your mentee?

Additional Questions if this is your 2nd Interview:

- What skill set do you see you and I developing during the research institute?
- This summer, what are your expectations of me as your mentee?
- What common barriers do first year graduate students face in our discipline?
 - How have successful students overcome these barriers?
 - What's the average day like for a graduate student in our discipline?
- What recommendations do you have for me regarding applying to graduate school?
- How has research trends shifted our discipline? e.g., new areas, new technology or procedures?
- How do you incorporate conferences into your academic career?
 - As an undergraduate, what suggestions do you have for me about attending professional conferences? e.g., funding, scheduling, etc.
- What strategies do you use to balance your personal and professional responsibilities?

Annotated Bibliography Guidelines--DRAFT Summer

You are required to create an annotated bibliography of the sources you use for your research. You must annotate **15-20 sources** and follow the citation format required by your discipline (APA, MLA, etc.).

For your sources you must:

- ⇒ Create a bibliographic citation according to your style manual
- ⇒ Write a one-sentence overview of entire article or book
- ⇒ Write one paragraph summarizing the reported research results and evaluating usefulness or relevance to your own research. (3-4 sentences)

EVALUATION PROCESS

Some things to think about when evaluating and summarizing your sources might include: What is the theme or focus of this article/book? What other research or publications has this author produced? For what audience is this article/book written? Have I come across other similar sources? How will this source contribute to my research?

SAMPLE

The following example uses the APA format for the journal citation:

Goldschneider, F. K., Waite, L. J., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51, 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

(from: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#sample>)

Literature Review Guidelines--**Draft**

What Is A Review of the Literature?

A review of the literature is a classification and evaluation of what accredited scholars and researchers have written on a topic, organized according to a guiding concept such as your research objective, thesis, or the problem/issue you wish to address.

Your objective is not to rack up points by listing as many articles as possible; rather, you want to demonstrate your intellectual ability to **recognize relevant information**, and to **synthesize and evaluate it according to the guiding concept** you have determined for yourself. Your reader not only wants to know **what literature exists**, but also **your informed evaluation** of the literature. To meet both of these needs, you must employ two sets of skills:

- **information seeking**: the ability to scan the literature efficiently using manual or computerized methods to identify a set of potentially useful articles and books.
- **critical appraisal**: the ability to apply principles of analysis to identify those studies which are unbiased and valid. Your readers want more just than a descriptive list of articles and books.
 - It's usually a bad sign when every paragraph of your review begins with the names of researchers.
 - Instead, organize your review into useful, informative sections that present themes or identify trends.

A literature review is NOT just a summary, but a conceptually organized synthesis of the results of your search. It must

- **organize information** and relate it to the thesis or research question you are developing
- **synthesize results** into a summary of what is and isn't known
- **identify controversy** when it appears in the literature
- **develop questions** for further research

Although we value "unbiased" scientific research, the truth is that no author is free from outside influence, such as

- a particular **theoretical framework** or model (for example, a feminist examination of gender inequity in medical research)
- the author's **rhetorical purpose** (for example, a researcher's reasons for advocating the effectiveness of a certain drug)
- an experience-based **practical perspective** (for example, the belief that one approach to pain management is more effective than another).

The value of your review depends not simply on *how many* sources you find, but also on your awareness of how these **different levels of perspectives** affect the way that research on your topic is conducted, published, and read:

1. **Yours**
2. **The author's**
3. **The editor's** (when the author appears in part of a larger work)

Questions to Ask Yourself About Your Review of Literature

1. Do I have a specific thesis, problem, or research question which my literature review helps to define?
2. What type of literature review am I conducting? Am I looking at issues of theory? methodology? policy? quantitative research (e.g., studies of a new or controversial procedure)? qualitative research (e.g., studies determining criteria for allocating health care resources)?
3. What is the scope of my literature review? What types of publications am I using; e.g., journals, books, government documents, popular media? What discipline am I working in; e.g., nursing, psychology, sociology, medicine?
4. How good are my information seeking skills? Has my search been wide enough to ensure I've found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I've used appropriate for the length of my paper?
5. Is there a specific relationship between the literature I've chosen to review and the problem I've formulated?
6. Have I critically analyzed the literature I use? Do I just list and summarize authors and articles, or do I assess them? Do I discuss the strengths and weaknesses of the cited material?
7. Have I cited and discussed studies contrary to my perspective?
8. Will the reader find my literature review relevant, appropriate, and useful?

Questions to Ask Yourself About Each Book or Article You're Reviewing

1. Has the author formulated a problem/issue?
2. Is the problem/issue ambiguous or clearly articulated? Is its significance (scope, severity, relevance) discussed?
3. What are the strengths and limitations of the way the author has formulated the problem or issue?
4. Could the problem have been approached more effectively from another perspective?
5. What is the author's research orientation (e.g., interpretive, critical science, combination)?
6. What is the author's theoretical framework (e.g., psychoanalytic, developmental, feminist)?

7. What is the relationship between the theoretical and research perspectives?
8. Has the author evaluated the literature relevant to the problem/issue? Does the author include literature taking positions s/he does not agree with?
9. In a research study, how good are the three basic components of the study design (i.e., population, intervention, outcome)? How accurate and valid are the measurements? Is the analysis of the data accurate and relevant to the research question? Are the conclusions validly based upon the data and analysis?
10. In popular literature, does the author use appeals to emotion, one-sided examples, rhetorically-charged language and tone? Is the author objective, or is s/he merely 'proving' what s/he already believes?
11. How does the author structure his or her argument? Can you 'deconstruct' the flow of the argument to analyze if/where it breaks down?
12. Is this a book or article that contributes to our understanding of the problem under study, and in what ways is it useful for practice? What are the strengths and limitations?
13. How does this book or article fit into the thesis or question I am developing?

Paper Outline Guidelines--Draft

1. Four Main Components for Effective Outlines

Ideally, you should follow these 4 suggestions to create an effective outline. The examples are taken from the Sample Outline handout.

Parallelism - How do I accomplish this?

Each heading and subheading should preserve parallel structure. If the first heading is a noun, the second heading should be a noun. Example:

1. Choose Desired Colleges
2. Prepare Application

("Choose" and "Prepare" are both verbs.)

Coordination - How do I accomplish this?

All the information contained in Heading 1 should have the same significance as the information contained in Heading 2. The same goes for the subheadings (which should be less significant than the headings). Example:

1. Visit and evaluate college campuses
2. Visit and evaluate college websites
 1. Note important statistics
 2. Look for interesting classes

(Campus and websites visits are equally significant, as are statistics and classes found on college websites.)

Subordination - How do I accomplish this?

The information in the headings should be more general, while the information in the subheadings should be more specific. Example:

1. Describe an influential person in your life
 1. Favorite high school teacher
 2. Grandparent

(A favorite teacher and grandparent are specific examples of influential people.)

Division - How do I accomplish this?

Each heading should be divided into 2 or more parts. Example:

1. Compile resume
 1. List relevant coursework
 2. List work experience
 3. List volunteer experience

(The heading "Compile resume" is divided into 3 parts.)

2. Why and How to Create a Useful Outline

Why create an outline?

- Aids in the process of writing
- Helps you organize your ideas
- Presents your material in a logical form
- Shows the relationships among ideas in your writing
- Constructs an ordered overview of your writing
- Defines boundaries and groups

How do I create an outline?

- Determine the purpose of your paper.
- Determine the audience you are writing for.
- Develop the thesis of your paper.

Then:

- **Brainstorm:** List all the ideas that you want to include in your paper.
- **Organize:** Group related ideas together.
- **Order:** Arrange material in subsections from general to specific or from abstract to concrete.
- **Label:** Create main and sub headings.

Remember: creating an outline before writing your paper will make organizing your thoughts a lot easier. Whether you follow the suggested guidelines is up to you, but making any kind of outline (even just some jotting down some main ideas) will be beneficial to your writing process.

3. Sample Outline

Here is an example of an outline that a student might create before writing an essay. In order to organize her thoughts and make sure that she has not forgotten any key points that she wants to address, she creates the outline as a framework for her essay.

What is the assignment?

Your instructor asks the class to write an expository (explanatory) essay on the typical steps a high school student would follow in order to apply to college.

What is the purpose of this essay?

To explain the process for applying to college

Who is the intended audience for this essay?

High school students intending to apply to college and their parents

What is the essay's thesis statement?

When applying to college, a student follows a certain process which includes choosing the right schools and preparing the application materials.

The College Application Process

1. Choose Desired Colleges
 1. Visit and evaluate college campuses
 2. Visit and evaluate college websites
 1. look for interesting classes
 2. note important statistics
 1. student/faculty ratio
 2. retention rate
2. Prepare Application
 1. Write Personal Statement
 1. Choose interesting topic
 1. Describe an influential person in your life
 1. favorite high school teacher
 2. grandparent
 2. Include important personal details
 1. volunteer work
 2. participation in varsity sports
 2. Revise personal statement
3. Compile resume
 1. List relevant coursework
 2. List work experience
 3. List volunteer experience
 1. tutor at foreign language summer camp
 2. counselor for suicide prevention hotline

Paper Guidelines--DRAFT

You are required to write a professional manuscript based on your research. This paper must be at least 10 double-spaced pages, 12 point font with 1 inch margins, and must follow the format of a professional journal in your discipline. Manuscripts submitted to most journals are organized with similar sections (italicized below) to those in the SIUC Research Project Proposal. Typically, headings in a research paper consist of the following:

ABSTRACT- Summary of project and results (up to one page).

INTRODUCTION- Includes: *Statement of the Problem, Background and Context, Hypotheses and/or Research Questions.*

LITERATURE CITED- Includes only those publications cited in your research paper.

MATERIALS AND METHODS- Includes: *Experimental Design and Methods of Data Gathering*

DISCUSSION- Includes: *Comparisons of your results with previous publications and Justification /Importance of the Project Outcomes*

Additional Guidelines on Paper Development:

Each Scholars will organize and write his/her paper in a discipline specific style. Below are instructions for selecting a manuscript format that conforms to your specific discipline:

1. Work with your mentor in identifying a journal that would be appropriate for publishing your results.
2. Visit the Web site of the selected journal and locate the Guidelines for Submission or Instructions for Authors.
3. Hand in a copy of these guidelines on Friday, June 3, 2011
4. Follow every detail laid out in your guidelines for writing the paper, and pay particular attention to the precise citation style.
5. Annotated Bibliography and Outline of your paper due Friday, June 17, 2011
6. Literature Review is due Friday, June 24, 2011
7. The first draft of your paper is due to your GA on Friday, July 1, 2011.
8. Submit your paper to your mentor for evaluation, comments and approval.
9. The second draft of your paper and the PowerPoint are due Friday, July 8, 2011
10. Turn in your final paper on Thursday, July 15, 2011.

The McNair Staff will evaluate research papers for potential inclusion in the McNair Scholars Journal