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# Graduate Connections



University of Nebraska-Lincoln

A Newsletter for UNL Graduate Students published by the Office of Graduate Studies

April 2010

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## Navigating Graduate School

*Events, advice and strategies to help you succeed in Graduate School at UNL*

### A CHECK LIST TO HELP YOU CRITICALLY ANALYZE INFORMATION SOURCES

How do you analyze a book or an article (or other “physical information” sources) before you have the physical item in hand? First, examine the bibliographic citation—you’ll gain important information about its usefulness. You’ll find the bibliographic citation in a catalog or index. It will be a written description of a book, journal article, essay, or some other published material and will generally include three main components: author, title, and publication information.

As you evaluate an information source, use this checklist as a guide. If you find a weakness in one or two areas it doesn’t necessarily invalidate the source, but it should raise a red flag. Use your judgment to determine whether or not to include the source in your research.

#### The Citation

**Consider the authority of the author.** Is there an author? Does the author have credentials, a degree, or experience in this area of research? Is the author considered an expert in the field?

Does the author have an institutional or organizational affiliation? Is it reputable? Are you familiar with the author from class, other readings, or citations in other sources?

**Consider the date of publication.** When was the source published? For web pages, is there a “date of last revision”? Is the source out of date for your topic? Has the source been revised? Is a new edition available? Is there a new preface?

**Consider the publisher.** Is the publisher a university press? This usually indicates a scholarly source. Is the publisher reputable or well known? Although this doesn’t guarantee quality, it can be an indicator. Is the publisher known for publishing scholarly journals, books, and materials?

**Consider the journal or magazine (if applicable).** Is the journal scholarly or popular? Scholarly journals are usually published or sponsored by a professional society or association, are often refereed or peer reviewed (articles are reviewed by an editor and other specialists before being accepted for publication) and are written by and for faculty, researchers or scholars. “Popular” usually refers to articles from the popular press written for a general audience.

How will you be using this information (e.g., as background information, as a scholarly source, etc.)? Does the fact that it is scholarly or not scholarly matter?

### **The Content**

After an appraisal of the citation information, consider the body of the source.

**Quick content check.** Before you read the entire book, chapter, or article, evaluate its content quickly. Scan the table of contents. Does the coverage meet your needs? Read the preface. Does it address your topic? Check for an index at the back of the book. Its absence may indicate a lack of authority. Check for a bibliography or cited sources list. Its absence may indicate a lack of authority. If included, consider the listed sources using evaluation criteria 1-4 above.

If you determine the authority of the source and the content is suitable for your research needs you can move on and consider the content in more depth using the following criteria as a guide.

**Consider the intended audience.** What type of audience is the author addressing? To whom is the publication aimed? Does the source meet your particular needs as to background or scholarly information? Is it too simplistic or too complicated or technical?

**Use your reasoning skills to consider the content.** Is the content provided presented as fact or mere opinion? Is the author appealing to emotions, or does the author use emotional language? Is the author making a well-reasoned argument backed up by facts? Does the author have a hidden agenda or propagandist interest?

Be wary of facts! Skilled authors can convince you that the world is flat. Therefore, consider whether the facts can be verified. Does the author cite sources?

Can you verify the facts yourself? Does the information appear valid and well researched? Is it backed up by evidence?

Do you detect any bias on the part of the author? Consider the content as well as the author’s affiliation, the publisher, the Web site, and other sources on the same topic.

**Consider the coverage.** Does the work update other sources, add new information, or substantiate other material you have already acquired? How in-depth is the work? Does the work extensively or marginally cover your topic?

Is the material primary (raw material, first-hand accounts such as diaries, government documents, contemporary newspaper articles, scientific research reports) or secondary (scholarly journal articles, books, encyclopedia articles)?

### **Style, Functionality and Legibility**

Is the work logically organized? Are the main points clearly presented? Is the work easy to read? Does it flow, or is it choppy?

With print and electronic materials, are typos and errors present in the text?

With Web sites, is the work easy to navigate and clearly labeled? Do the buttons function? Is there an index or search function to search the work for specific content?

### **Final Considerations**

Never rely on just one source to answer all your research needs. A source may appear to be accurate and authoritative, but you can never be sure unless you have at least one source (preferably more) with which to back it up. Always strive to seek out additional sources from various mediums (books, journal articles, and Web sites) to build a balanced and well-rounded bibliography. Consider how each source that you choose fits into your research paper. Remember that anyone can publish anything on the Web! Surfers beware!

The original source for this article is the Olin and Uris Libraries, Cornell University, Ithaca NY 14853, <http://www.library.cornell.edu/olinurris/ref/research/skill26.htm>

## FELLOWSHIP APPLICATION AND EVALUATION

A FELLOWSHIP COMPETITION is held each year for current graduate students. The application Web site opens during the first week of December and closes the first week of February. This is often a busy time for students, so the summer may be the ideal time to prepare your application materials.

If you will be applying next December for fellowship funding for the 2011-2012 academic year, you may want to look at the [application Web site](#) for information about how to apply. This information also may help you apply for fellowships external to UNL. Included is advice about writing a personal statement, developing a curriculum vitae and getting letters of recommendation.

Here is a brief description of the requirements and evaluation criteria to help you understand the application and evaluation processes.

The UNL fellowship committee, comprised of about 24 faculty members across campuses and disciplines, reviews all applications. Three different reviewers are assigned to each application to ensure that all are reviewed fairly. Reviewers are given these guidelines when completing their ratings. Four items are used in the rating system; the first three are based on three parts of the application and the last item is an overall rating for funding.

**Personal Statement.** A personal statement should indicate an important and well defined area of creative/scholarly interest, clear educational goals and a reasoned plan for achieving those goals. This item is ranked between 1 (poor) and 6 (exceptional)

**Curriculum Vitae (CV).** A CV should indicate significant creative/scholarly accomplishments and products related to the student's stated area of interest. This item is ranked between 1 (poor) and 6 (exceptional)

**Recommendations.** Recommendations should indicate consistent highest regard from faculty members who are well informed about the student's accomplishments and creative/scholarly potential. This item is ranked between 1 (poor) and 6 (exceptional)

**Overall Funding Recommendation.** These ratings are used in regard to recommendations for funding. This item is ranked between 1 (do not provide funding this year) and 4 (consider for the highest level of funding). Those with the highest ratings receive fellowships.

## Good Practices in Graduate Education

*Advice and strategies to strengthen ethics in graduate education*

### ACADEMIC INTEGRITY AND TECHNOLOGY

Technology is making academic integrity easier every day. Electronic journals can be accessed from any computer, which makes getting the correct quote and right reference for your bibliography simple. [RefWorks](#), for example, automatically formats, organizes and manages your citations.

Unfortunately, technology makes violations to academic integrity easier, too.

## How's Your Connection?

You can read **Graduate Connections** on the Office of Graduate Studies web page, receive notification of the latest issue from your department, or have issues delivered directly to you via e-mail. To subscribe, send a message to [gsapd2@unl.edu](mailto:gsapd2@unl.edu) with [subscribe GC] in the subject line and your name and e-mail address in the body of the message.

We invite your feedback and comments about **Graduate Connections**. Can you use the kinds of information you find in this issue? What else can we include to help you make the right connections in the course of your graduate career? Are you engaged in research or other scholarly activity that you want to share with readers of **Graduate Connections**?

Please share your thoughts with us so we can bring you a relevant, lively and useful quarterly publication. Send e-mail to [gsapd2@unl.edu](mailto:gsapd2@unl.edu).

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Rapidly developing technology can make it difficult for students to keep track of what is considered plagiarism, especially when using electronic sources. Thomas Dee of Swarthmore College and Brian Jacob of the University of Michigan conducted a study, “Rational Ignorance in Education: A Field Experiment in Student Plagiarism,” to determine why students plagiarize and ways to stop them from doing it.

During the fall of 2007, Dee and Jacob collected papers from 28 undergraduate social sciences and humanities courses, for a total of 1259 papers from 697 students. While instructors were aware of the study, students were not. The treatment group received an online tutorial explaining types of plagiarism and how to avoid them; the control group did not receive a tutorial. Dee and Jacob discovered plagiarism in only 3.3% of papers submitted by students in the control group. When papers from the treatment group were analyzed, the rate of plagiarism dropped a full 2 percentage points. Dee and Jacob found that while plagiarism was not occurring frequently, knowledge of plagiarism dropped by two-thirds.

The lesson here is clear: not only do graduate teaching assistants and faculty need to educate undergraduates about plagiarism and other forms of academic dishonesty, students also need to be aware of violations

that could destroy an academic career. Graduate students are expected to know about all forms of academic dishonesty and how to avoid them. Academic honesty and integrity are vital to a long and successful career.

#### **What if I didn't mean to plagiarize, am I still guilty?**

*Yes. Lack of intent is not an excuse for plagiarism or any other form of academic dishonesty. Graduate students are held accountable for any act of academic dishonesty, regardless of intent.*

The choices you make as a graduate student are far reaching when academic integrity is at stake. Lack of knowledge or lack of intent does not excuse a violation of academic integrity. Graduate students who commit such violations are expelled from the university. You can learn more about academic honesty in the [student code of conduct](#) (section 4.2.a.3). On its [Web page](#), the Office of Graduate Studies provides information about several resources to help students learn more about plagiarism and academic integrity.

Dee, T.S. and Jacob, B.A. (2010). *Rational Ignorance in Education: A Field Experiment in Student Plagiarism*. NBER Working Paper #15672

## **Professional Development Network**

*Tips and strategies to give graduate students a leg up in launching a professional career*

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### **GETTING THE MOST OUT OF A RESEARCH CONFERENCE**

Traveling to a research conference as a graduate student is expensive but priceless. To keep costs down, buy your airline ticket well in advance and try to share a hotel room with one or more of your colleagues. The benefits of attending may outweigh the cost because conferences can offer opportunities for career enhancement, help you gain more information about your research and lead to valuable contacts with other people in your research area.

Here are some tips to help you get the most out of the experience.

#### **Before the Conference**

- Think about the connection between the value of going to the conference and your professional and personal goals.

- Strategize about your main goals for attending, and decide what you want to achieve. Make as detailed a list as possible.
- Look at the conference schedule as soon as it is available and decide what sessions, activities, panel discussions, dinners, receptions, etc., will help you get more information about your research and enable you to make valuable contacts.
- Gather information about the speakers, make a priority list of who you want to meet, and research them. Call or e-mail to introduce yourself and make an appointment with them in advance, if possible. (Information sources include their business Web site, and possibly blogs, twitter streams and other social media sites.) Practice how you will introduce yourself. Prepare a 30-second version about you and your research and a slightly longer version in case someone asks for more. Check out your handshake

to be sure it is not too limp or too strong. A good handshake can make a great impression.

- Make some business cards with your name, e-mail and research interest and carry them with you to give to people you want to contact you later.
- Prepare a list of questions you need to have answered or discussed.
- Print out the conference details, your planning or goals list, and travel details in advance; check the weather forecast; back up your laptop and charge the batteries.

### During the Conference

- Stay at the same hotel as the conference, if possible, because valuable contact can take place in the lobby or in the hotel coffee shop.
- Dress for success. Looking like a professional will help you make a good impression.
- Don't drink alcohol at the conference venue or around people with whom you want to create a professional relationship.

### After the Conference

- Take time to reflect on what took place. Did you get the information you needed and did you make good

contacts? If not, why not? How could you do a better job? If you didn't do so well, maybe it's time to take advantage of graduate student development. See the [Graduate Studies Web site](#) for some helpful resources.

- Craft or update your CV so it illustrates your education, awards background and skills.
- Contact people whose presentations you could not attend and get materials if they are not available through the conference Web site.
- Stay in contact with your department alumni to increase opportunities for future contact with people sharing your research interests.
- Send a thank you e-mail to those who went out of their way to meet with you or those who provided you with important information. Let them know what you took away with you.

#### Sources:

10 Things you Can Do Preparing for the Conference. August 18, 2009. [bestconferencetips.com/conference-research/](http://bestconferencetips.com/conference-research/).

Twenty Tips for Getting the Most out of your Research Conference Experience. [utexas.edu/ogs/gradlife/academics/research/conf\\_exp.html](http://utexas.edu/ogs/gradlife/academics/research/conf_exp.html).

## WHAT MAKES A GOOD TEACHER?

By Rick Reis

*Adapted with permission from [Tomorrow's Professor](#), September 28, 2009*

In his September 28, 2009, post in *Tomorrow's Professor*, Rick Reis presented Dr. Peter Biedler's list of 10 characteristics that make a good teacher. Here we offer a brief summary of five of those qualities for our readers to reflect on.

### 1. Good Teachers Really Want to Be Good Teachers.

Good teachers try and try and try, and let students know they try. Just as we respect students who really try, even if they do not succeed in everything they do, so they will respect us, even if we are not as good as we want to be. And just as we will do almost anything to help a student who really wants to succeed, so they will help us to be good teachers if they sense that we are sincere in our efforts to succeed at teaching

**2. Good Teachers Take Risks.** They set themselves impossible goals, and then scramble to achieve them. If what they want to do is not quite the way it is usually done, they will risk doing it anyhow. Students like it when we take risks. Good teachers try things that can fail. If there is no chance of failure, then

success is meaningless. Teachers who regularly take risks usually succeed, and the more they succeed the more they are permitted – even expected – to take risks the next time. Taking risks gives teachers a high that is healthy for them and their students. It makes good teaching, good learning.

**3. Good Teachers Never Have Enough Time.** Just about all of the good teachers I have known are eternally busy. They work 80-100 hour weeks, including both Saturdays and Sundays. The good teachers draw the most students, get the most requests for letters of recommendation, work most diligently at grading papers, give the most office hours and are most frequently visited during those office hours, are most in demand for committee work, work hardest at class preparations, work hardest at learning their students' names, take the time to give students counsel in areas that have nothing to do with specific courses, are most involved in professional activities off campus. For good teachers the day is never done.

## Teaching Tip

### END-OF-SEMESTER GRADING

Are you overwhelmed at the prospect of grading student papers and exams at the end of the term? Do you write extensive comments, note instances of poor grammar and make helpful edits, only to find that no more than a handful of undergraduate students ever come back to pick up their graded exams and papers?

At this stage of the game, your extensive review may not do your students much good. Instead, a scoring rubric or a shorthand system of flagging the really bad and the really good may be for you.

Make simple notations of + and – in the margins. If a student does come to collect his or her work, you can easily find the strengths and weaknesses in the exam responses or paper and take a few minutes then to make more complete comments.

If you do want the students to see and benefit from your comments on a final paper, set a deadline a couple of weeks before the semester ends. That will give you time to evaluate and return their work (and hope they take your comments to heart).

As you plan for your next semester of teaching, consider creating rubrics for exams and writing assignments. They make the grading process go so much faster, and if you share the rubrics with the students, you can help clarify their understanding of what you expect of them.

[This Web page from DePaul University](#) provides a number of resources and links to help you understand how to use grading rubrics in your course.

**4. Good Teachers Try to Keep Students Off Balance.** Good teachers try to keep their students off balance, forcing them to step into challenges that they are not at all sure they can handle. Good teachers push and challenge their students into places where they feel uncomfortable, where they don't know enough, where they cannot slide by on past knowledge or techniques. Good teachers, as soon as their students have mastered something, push their best students well past the edge of their comfort zone, striving to make them uncomfortable, to challenge their confidence so they can earn new confidence.

**5. Good Teachers Listen to Their Students.** When asked to write a sentence or two about what, in their own experience, makes a good teacher, students said good teachers

- Are accessible to assist students with questions on the subject and they show concern
- Interact with students on an individual basis, are available and approachable
- Are personable, on your side
- Are willing to be a friend to students
- Are actually interested in the students
- Are actively involved with their students
- Are first friends, then educators. The friend encourages, supports, and understands; the educator teaches, challenges, and spurs the student on.

According to Dr. Beidler, good teachers also

- Love what they teach and convey that love to the class
- Have both an enthusiasm for and an encyclopedic knowledge of the subject
- Have such an obvious enthusiasm for what they do that it is contagious and their students pick up on it
- Have a desire to learn, and for others to learn, all of the exciting things they have learned
- Are obviously excited about teaching

In summary, Beidler writes: “Good teachers are those who want to be good teachers, who take risks, who have a positive attitude, who never have enough time, who think of teaching as a form of parenting, who try to give students confidence at the same time that they push them off balance, who motivate by working within the students' incentive systems, who do not trust student evaluations, and who listen to students. Who says no one has ever defined what makes a good teacher?”

**Source:** Beidler, P.C., (1997). What makes a good teacher? In J.K. Roth (Ed), *Inspiring teaching, Carnegie professors of the year speak*. Bolton, MA: Anker Publishing.

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## PROFESSIONAL DEVELOPMENT SERVICES AVAILABLE FROM THE OFFICE OF GRADUATE STUDIES

Fall Campus-wide Workshops for Graduate Teaching Assistants	Professional development workshops Professional development courses	Individual consultation on teaching, careers, job searches
Institute for International Teaching Assistants Preparing Future Faculty Program	Teaching Documentation Program Assistance gathering student feedback	Advice on creating an academic career portfolio

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## Funding Opportunities

*A sampling of information on fellowships, scholarships, competitions and other funding prospects*

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**NOTE:** UNL's Office of Research and Economic Development sends out weekly announcements of funding opportunities, several of which relate to fellowships in a wide variety of fields of study. If you are interested in receiving these announcements, you can subscribe to the listserv by sending an e-mail to Nathan Meier at [nmeier2@unl.edu](mailto:nmeier2@unl.edu). Funding announcements archives also are available at <http://research.unl.edu/sp1/oldfa.shtml>.

### HIGHER EDUCATION RESEARCH EXPERIENCES AT OAK RIDGE NATIONAL LABORATORY

THIS PROGRAM ENABLES qualified graduate students in the physical, life, social and environmental sciences, engineering and mathematics to conduct their master's thesis or Ph.D. dissertation research in residence at the DOE's Oak Ridge National Laboratory facility.

**Deadline:** ongoing

**Award amount:** \$525 per week for master's research; \$550 per week for Ph.D. research; \$105/week housing allowance, one round trip between home or school and ORNL, tuition and fees for off-campus programs

<http://www.ornl.gov/hereatornl/>

### KENNEDY CENTER INTERNSHIPS

THE KENNEDY CENTER selects over 20 college juniors, seniors, graduate students and recent graduates each semester for full-time internship placements in such areas as advertising, development, education, press, programming, production, technology and the National Symphony Orchestra.

**Deadline:** 06/15/10 for fall 2010 internship (09/07-12/10/2010)

**Award amount:** weekly stipend of \$225.

<http://www.kennedy-center.org/education/artsmanagement/internships/>

### W. E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH DISSERTATION AWARD

THE W. E. UPJOHN INSTITUTE for Employment Research invites submissions for its annual prize for the best Ph.D. dissertation on employment-related issues. The institute supports and conducts policy-relevant research on employment, unemployment and social insurance programs. The dissertation award further pursues this

mission. The dissertation may come from any academic discipline, but it must have a substantial policy thrust.

**Deadline:** 7/2/10

**Award amount:** \$2000 first prize; up to two honorable mention prizes of \$750

[www.upjohninst.org/dissert.html](http://www.upjohninst.org/dissert.html)

### AMERICAN EDUCATIONAL RESEARCH ASSOCIATION DISSERTATION GRANTS

AERA INVITES education policy- and practice-related dissertation proposals using [NCES](#), [NSE](#), and other national databases. Dissertation grants are available for advanced doctoral students and are intended to support students while they write the doctoral dissertation. Applications are encouraged from a variety of disciplines, such as (but not limited to)

education, sociology, economics, psychology, demography, statistics and psychometrics.

**Deadline:** 9/1/2010, to be reviewed in October

**Award amounts:** up to \$20,000 for one-year projects. [www.aera.net/grantsprogram/res\\_training/diss\\_grants/DGFly.html](http://www.aera.net/grantsprogram/res_training/diss_grants/DGFly.html)



## WOMEN'S RESEARCH AND EDUCATION INSTITUTE

THE WREI AWARDS ANNUAL FELLOWSHIPS to a select number of graduate students with a proven commitment to equity for women. WREI fellows gain practical policymaking experience and graduate credit as they work from January to August as congressional legislative aides in Washington, D.C. Fellows receive stipends for tuition and living expenses.

Fellows are selected on the basis of academic competence as well as their demonstrated interest in the public policy process. They are expected to be articulate, adaptable and to have strong writing skills. Only students who are currently in, or have recently

completed, a graduate or professional-degree program at an accredited institution in the United States are eligible.

**Deadline:** 5/21/10

**Award amount:** stipend of \$1500 per month (plus \$500 for purchase of health insurance); maximum of \$1500 for tuition reimbursement (up to 3 credit hours per semester). Fellows are responsible for transportation to and from Washington and for finding their own living arrangements.

<http://www.wrei.org/News.html>

## The Graduate Student Writer

*Tips to make the writing process work for you*

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### CHOOSE WORDS WITH CARE AND ECONOMY

ACADEMIC WRITERS should take a lesson from Horton the elephant – say what you mean and mean what you say. Every sentence you write should mean something. Every word should contribute to the reader's understanding of your article or research report. Beware of "filler." Filter it out. Next time you edit your work, if you keep just these five tips in mind, you may be surprised at the effect.

**Don't use self-serving adjectives** to describe your work: "striking" results, "very significant" findings, etc. If your work merits adjectives, the world will give them to you. If you must use adjectives, don't use double adjectives. Results are certainly not "very novel." (My mother the journalist had a rule about *very*: if you can substitute the word *damn*, you don't need the word at all.)

**The word *that* often signals wordiness.** In most cases, you don't need it, especially after a verb like *said, stated, announced, disclosed*: "He said (that) he was tired." No need for *that*. Better to omit it. Purists might say that you're safe deleting everything before *that* in a sentence like this. (Read the previous sentence again starting with "You're safe" – same song, shorter verse, right?) There are some exceptions – use good judgment, but if the sentence makes clear sense without *that*, delete it.

**Avoid stock phrases.** "It should be noted that" is particularly obnoxious. Is the point of the sentence really that "it should be noted"? Or is this merely a

wimpy way to bring up the topic? Just say what you want to say. Similarly, strike "A comment is in order at this point." Just make the comment.

**Use verbs in place of nouns.** Using a noun to convey your message compels you to add another (usually meaningless) verb to the sentence. "We reached an agreement" simply means "We agreed." "I will make a correction to the minutes" becomes "I will correct the minutes." "I took a picture of the tumors at various growth stages" is the same as "I photographed the tumors. . . ."

**Eliminate empty words** (like *there* and *it*) combined with "is" verbs. If you rely heavily on the base verb *to be*, wordiness results. The mere existence of something is seldom the point, and a carefully chosen verb will usually tighten the text. "There are many assessment instruments that test grammar knowledge" easily becomes "Many assessment instruments test grammar knowledge." "It is important that someone change the dressings each morning" becomes "Changing the dressings each morning is important." (Note that "someone" is a useless word here – if one particular person should do the task, identify him or her. Otherwise, omit the generic "someone.")

If you simply do a search for *there, very* or *that*, you may be able to find the soft spots in your writing and can make several quick fixes to tighten your prose, clarify your message and make your writing stronger.

## Announcements

*News of note for graduate students*

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### LAST DAY TO WITHDRAW FROM ONE OR MORE COURSES FOR SPRING IS APRIL 9

ONLY UNDER EXTRAORDINARY CIRCUMSTANCES will any withdrawals be allowed after April 9, 2010, and permission to withdraw will be granted only by petition through the Office of Graduate Studies. If the late withdrawal is granted, you will receive a grade of "W" on the transcript for the respective

course(s). If the petition is denied, the grade submitted by the instructor will be posted to the transcript. A potential failing grade will not be accepted as a reason for a late withdrawal. One possibility may be to discuss an incomplete or a grade of "I" with your instructor.

<b>If you wish to withdraw because of:</b>	<b>You must provide:</b>
serious medical conditions	a doctor's statement
death in the immediate family	a copy of death certificate or remembrance of the service
sudden and unexpected change of employment duties or hours	employer's statement
complete absence from all courses for the term without having withdrawn in WAM	statements from all course instructors verifying you have not attended
instructor's approval	an e-mail or signature on the withdrawal form

### UNL ONLINE GRADUATE PROGRAMS

SAME COURSES. SAME FACULTY. SAME DEGREE. UNL offers complete online doctoral and master's degrees, teaching endorsements and graduate certificates. The accreditation and education are the same as on campus. In fact, the same courses are taught by the same expert UNL faculty. Even the diploma is the

same. The only difference is online delivery, bringing UNL to you and allowing you to participate in recognized programs no matter where you are located.

To learn more about UNL online graduate programs, visit [onlinegraduate.unl.edu/gs](http://onlinegraduate.unl.edu/gs).

## Events

*Campus activities and other events of interest to graduate students*

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### NURAMP WORKSHOPS ALSO OPEN TO GRADUATE STUDENTS

THE SPRING 2010 NURAMP (Research Administration Management Program) workshop series is open to all UNL staff, including graduate students, who conduct, support or administer research projects. It runs through May 6.

A complete schedule of dates, times and locations, as well as registration information, is available at [the NURAMP Web site](#). Participants may register for the entire series or for individual workshops.

The goal of NURAMP is to ensure that UNL research continues moving forward in compliance with funding requirements and in support of the principles of institutional integrity and credibility. NURAMP provides the latest information on research regulations, policies and procedures, and access to resources and contacts for assistance in managing research projects and programs.

For more information contact Liz Banset, NURAMP coordinator, [ebanset1@unl.edu](mailto:ebanset1@unl.edu), 472-7003.

## 2010 RESEARCH FAIR, APRIL 5-8

YOU ARE INVITED to attend the 2010 UNL Research Fair, a four-day event sponsored by the Office of Research and Economic Development, featuring collaboration, creativity, innovation and celebration of achievements. Whether you are a member of the faculty, an undergraduate or a graduate student, you will find opportunities to network with officers from

federal agencies and engage colleagues in your current research work and ideas for the future.

Graduate students are especially encouraged to visit the graduate student poster displays on Wednesday afternoon (April 7) in the Union Ballroom. More information is available at <http://researchfair.unl.edu/>. The 2010 Research Fair is free and open to the public.

## NEBRASKA LECTURE, APRIL 15

PLEASE PLAN TO ATTEND the spring Nebraska Lecture, "The Dead Sea Scrolls after 60 Years: What Have We Learned?" April 15 at 3:30 p.m., in the Nebraska Union auditorium. Guest lecturer is Sidnie White Crawford, professor and chair of the Department of

Classics and Religious Studies. The lecture is free and open to the public, with a reception following. It is sponsored by the Office of the Chancellor, the UNL Research Council and the Office of Research and Economic Development.

## INTERNATIONAL WATER FOR FOOD CONFERENCE, MAY 2-5

UNL IS HOSTING Water for Food: Growing More with Less, an international conference addressing issues of water and agriculture, May 2-5 at the Cornhusker Marriott Hotel in Lincoln. The conference is sponsored by the University of Nebraska and the Bill & Melinda Gates Foundation.

The conference is designed to foster dialogue among experts from around the world on key issues related to the use of water for agriculture. The [conference schedule](#) will feature presentations by leading international experts; concurrent sessions on four

broad themes (the genetics and physiology of crop water; human dimensions of water for food production; technologies and advances in water management; the future of agricultural production); and a juried poster session and reception, including awards for the best poster presentations.

Graduate students in all fields are encouraged to register. Anyone who submits a poster abstract will receive a waiver of the \$100 registration fee. For more information, visit the [Water for Food Web site](#).

## SUMMER INSTITUTE FOR INTERNATIONAL TEACHING ASSISTANTS, JULY 27-AUGUST 7

INTERNATIONAL GRADUATE STUDENTS AT UNL who expect to receive instructional assignments and whose native language is not English must successfully complete the Institute for International Teaching Assistants (ITA). The Institute, established in summer 1988, is a multi-purpose program designed to prepare international graduate students from various university departments to teach American undergraduates.

Objectives of the program are to help ITAs develop an understanding of the teaching role in American university classrooms, provide intensive training in English pronunciation and intonation, create opportunities to practice classroom communication skills and instructional strategies, and help ITAs during their first semester teaching with follow-up observations.

### SPEAK TEST DATES: JUNE 7 AND JULY 8

INTERNATIONAL GRADUATE STUDENTS who score 26 or higher on the speaking section of the iBT TOEFL are not required to take the SPEAK Test and are eligible to enroll in the Institute for International Teaching Assistants.

International graduate students with a score of 25 or lower on the speaking section of the iBT TOEFL must take the SPEAK Test and receive a score of 45 or higher to be eligible to enroll in the Institute for International Teaching Assistants.

To register for the SPEAK test, go to Nebraska Hall, room E513. The registration fee is \$40.00. Sample test materials are available online at the [Programs in English as a Second Language Web page](#).

Scheduled test dates and times are Thursday, June 7, at 3:30 p.m. and Monday, July 8, at 3:30 p.m.

Prospective graduate teaching assistants who do not speak English as a native language and who are not graduates of a U.S. college or university must successfully complete the Institute and demonstrate before a panel of faculty and undergraduate students their ability to comprehend and convey the information necessary to be an effective teacher

(unless granted a waiver from the Institute) before they can be appointed as graduate teaching assistants.

The Summer 2010 ITA Institute runs from July 26 through August 6, 2010, with final panels scheduled Monday, August 9 and Tuesday, August 10.

Find more information about the [ITA Institute](#) on the Graduate Studies Web site.

## 20<sup>TH</sup> ANNUAL FALL CAMPUSWIDE WORKSHOP FOR TEACHING ASSISTANTS, AUGUST 17

THE 20<sup>TH</sup> ANNUAL fall Campuswide Workshop for Graduate Teaching Assistants is scheduled for August 17. This year we're pleased to have as our keynote speaker Angela R. Linse, Ph.D., executive director and associate dean of the Schreyer Institute for Teaching Excellence at Penn State University.

Both new and experienced graduate teaching assistants will find skills sessions planned especially for their instructional and professional development, with disciplinary breakout sessions designed to encourage small group discussions around specific teaching tasks.

Participants who pre-register will receive a 2 GB flashdrive with lanyard, a lighted keychain, two whiteboard markers, and more!

All attendees will be eligible for the door prize drawing. Top prize is an iPod Touch.

The daylong workshop features a free lunch, too, so be sure to pre-register! The preliminary schedule, session descriptions and online pre-registration form will be available soon on the Graduate Studies Web site.

## Interactions

*Personal achievements of graduate students, research reports, teaching successes, calls for collaboration and student-to-student interaction*

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### KUDOS TO CARMELA REICHEL

CONGRATULATIONS TO CARMELA REICHEL, an alumna of the psychology department's graduate program and the Behavioral Neuropharmacology Lab. Dr. Reichel's dissertation, "Competition Between Novelty and Cocaine Conditioned Reward Is Sensitive to Drug Dose and Retention Interval," was coauthored with Dr. Rick Bevins and published in the February 2010 issue of *Behavioral Neuroscience*. Her work

using novelty to lure cocaine-addicted lab rats away from the place they received cocaine is gaining notice in the medical community. Recently, the American Psychology Association issued a [press release](#) about Reichel's study, and at least 18 other media outlets picked up news of her findings, including *Science News*, *Genetic Engineering & Biotechnology News* and *Health Canal*.

### GRADUATE STUDENT ASSOCIATION NEWS

SPRING 2010 has been busy for the Graduate Student Association. Planned activities have been successful, and more are rolling in! We are frequently updating our [Web site](#) with recent accomplishments and upcoming events.

In addition to hosting the first ASUN debate and successfully supporting election of three GSA officers to graduate student senator positions, we have finalized our request for student and family leave rights for graduate students. We also are currently working on fee deferment for all graduate students (not just grad assistants), and extension of

departmental key card access and library capabilities to graduate students. Executive officers were elected in February and the campus representative positions were filled in March.

The Brown Bag Ethics Seminars, co-hosted with the UNL Ethics Center, were well attended in January and February. Topics included the popular social networking Web site, Facebook, and academic/intellectual property. The February lunch focused on bullying within academia. Discussions are scheduled for the last Monday of the month from 12:30 to 1:30

p.m. For more information about this forum, or to reserve a lunch, please e-mail [Steve Swartzler](#).

The Social Events Committee organized free classes and a free skate night, and the turnout was the largest ever for that event. We hosted an ice cream & art therapy afternoon at Ivanna Cone in March. Join us at Buzzard Billy's Crappy Beer Night on April 15.

Plans for Graduate Student Appreciation Week (April 12-16) are being finalized. We will present awards on Monday; provide bowling, board games and video

games on Tuesday; sponsor Karaoke Night accompanied by a cash bar on Wednesday; meet at Buzzard Billy's for ridiculously cheap (and free for the first 40 students) appetizers on Thursday; and offer free massages and free massage classes to celebrate Friday.

Again, please see our Web site for details regarding elections, events, etc. Also, we love your feedback. Please [contact us](#) with questions, comments, or concerns.

## Calendar

Keep connected with the *Grad Studies Calendar* – important deadlines, dates and dealings you need to know about. For other deadlines related to graduation and degree completion, go to [www.unl.edu/gradstudies/current/degrees](http://www.unl.edu/gradstudies/current/degrees).

### EVENT AND DEADLINE DATES

March 25-May 6	NURAMP Workshop Series
April 5-8	Research Fair
April 9	Last day to withdraw from classes
April 15	Nebraska Lecture
May 2-5	International Water for Food Conference
June 7 & July 8	SPEAK Test
July 27-Aug. 7	International Teaching Assistants Institute
Aug. 17	Campuswide Workshop for Graduate Teaching Assistants

### DEGREE DEADLINES

Date	Master's degrees to be conferred May 2010	Doctoral degrees to be conferred May 2010
March 25	Submit final exam report (or four weeks prior to oral)	
April 1		Application for final exam report; submit preliminary copy of dissertation/abstract; incomplete grades must be removed
April 8	Submit preliminary copy of thesis (or two weeks prior to oral)	
April 15	File results of written comprehensive exam and/or option II paper; incomplete grades must be removed	
April 22	Final day for oral examination	Final day for oral examination
April 23	Deposit thesis and final examination report form; pay binding fee	Deposit dissertation; dissertation grades submitted; final fees; final forms due
May 7	Commencement	Doctoral hooding and commencement ceremony

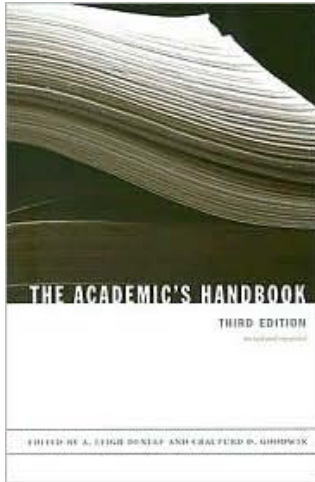
## Readers' Corner

Interesting reading for graduate students

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### THE ACADEMIC'S HANDBOOK

Duke University Press



In *The Academic's Handbook*, L. Gregory Jones reflects on his graduate education, writing that it prepared him more “for a particular field of scholarship” than the “larger contexts and issues of academic life.” Even though his father had “spent most of his adult life serving as an academic administrator” Jones says he “had very little sense of

how academic institutions really operate.”(p. 1). His reflective essay discusses academic life as a “shared vocation” and the “importance, and the fragility, of institutions.”

Not your typical survival guide to academia!

Instead, this book of essays, edited by Leigh Deneef and Craufurd Goodwin, is a thoughtful and engaging analysis of academic life and academic culture that challenges readers to think critically about the roles and functions of academicians. Readers will gain insight into the academic structure of university governance, the tenure system, the role of departments within the university, and the impact institutional mission has on faculty work expectations.

The book also features essays on topics related to the academic job search as well as the various roles faculty members fill, including teaching and advising, funding and publishing academic research, and mentoring. It is an essential read for both graduate students planning a career in academia and those of us who have chosen academic life as our vocation.

See more at [Amazon.com](https://www.amazon.com).

