

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

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

Graduate Studies

11-2010

Graduate Connections- November 2010

Follow this and additional works at: <https://digitalcommons.unl.edu/gradconn>



Part of the [Other Education Commons](#)

"Graduate Connections- November 2010" (2010). *Graduate Connections: A Newsletter for UNL Graduate Students published by the Office of Graduate Studies*. 19.
<https://digitalcommons.unl.edu/gradconn/19>

This Article is brought to you for free and open access by the Graduate Studies at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Graduate Connections: A Newsletter for UNL Graduate Students published by the Office of Graduate Studies by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Graduate Connections



University of Nebraska–Lincoln

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

November 2010

In This Issue:

[Navigating Graduate School](#) . 1

Tips on Time Management
Writing Effective E-mails

[Good Practices in Graduate Education](#) 3

Responsible Conduct of
Research Training

[Professional Development](#) 4

Mentoring Undergraduates

[Teaching Tip](#) 5

Using Games to Teach

[Funding Opportunities](#) 6

[The Graduate Writer](#) 9

Latin Terms Used in Writing

[Events](#) 10

Ethics Brownbag
Nebraska Lecture
Graduation Information
Sessions

[Announcements](#) 11

Fellowship Application
Graduate Student Insurance

[Interactions](#) 12

2010 Fellowship Recipients

[Calendar](#) 13

Event Dates
Degree Deadlines

[Readers' Corner](#) 14

*Demystifying Dissertation
Writing*

Navigating Graduate School

Advice and strategies to help you succeed in Graduate School at UNL

TIPS ON ORGANIZATION AND TIME MANAGEMENT

IN *GRADUATE STUDY FOR THE 21ST CENTURY* (Palgrave Macmillan, 2005), Gregory Colon Semenza notes that “poor time management and inadequate organization skills” often create the major barrier to a successful graduate school experience. To help you manage your time and your work materials, we’ve summarized some of his suggestions.

Date books may be out of date (or style) but...it’s important to have something that will help you keep track of your appointments and deadlines. Here’s a great tip: create a one-page weekly TO-DO listing of your deadlines, appointments and tasks, and post it somewhere that’s easily accessible.

Use your computer as an organizational tool. Create a folder for each area of your work: research, teaching, coursework and your academic portfolio. In your research folder, begin developing your list of references and keep copies of any papers you’ve written for any seminar you’ve taken. Bookmark important websites and electronic databases like Academic Search Premier available on the [UNL Libraries resources page](#). In your teaching folder, keep copies of your syllabi and lesson plans for every course you teach. Begin developing your teaching statement and save each draft (you never know when you’ll want to return to an earlier version). Save future job search materials like your CV and other documentation materials in your academic portfolio folder. The time you put into organizing these materials now will save you a great deal of time later.

Establish a routine. As much as possible try to follow a regular daily schedule so that by the time you are ready to write your dissertation your work habits will be well established. Doing so will allow you to coordinate your

activities with those of your adviser, graduate colleagues, and family and friends, and will alleviate the feeling that someone is always demanding your time.

Prioritize. Prioritize. Prioritize. In graduate school, you need to be very protective of your research and writing time. It doesn't matter when you set aside time to write or plan your next teaching lecture. It DOES matter that you recognize that these tasks are more important than some of your other tasks, like checking e-mail. Save the more mundane tasks for low energy times. If you're a doctoral or master's student who is expected to complete a thesis, spend the bulk of your day on research-related activities. And learn to say "no" — to friends, family, maybe even your graduate adviser 😊. Managing your time in one area of your professional life will help you do it in other areas, too.

Having said that, **be reasonable about what you can do and when.** If you have to work at night or on weekends, try to choose a time that minimizes disruptions of your personal and family time.

Use holiday breaks to focus on research. Stay near the university during the summer. If you stay on campus and spend time on your research and writing, you'll have a much better chance of finishing in a timely manner.

Maintain some sort of daily physical activity during graduate school. Exercise can help you structure your day and release stress, contributes to greater confidence, keeps you healthy and clears a space in your mind for those "aha" moments that help you break through barriers in your thinking. Hobbies are good, too. Go to a [UNL basketball game](#). Attend a show at the [Lied Center](#). Learn to knit (yes, there *are* health benefits to knitting). Like people who exercise regularly, people who take time to enjoy their favorite hobbies tend to experience less stress.

Begin working on your curriculum vitae now. By building your vita early in your graduate career, you'll be able to track your accomplishments while noting the gaps in your experience.

FIVE QUICK TIPS FOR WRITING EFFECTIVE E-MAILS

E-MAIL IS AN INCREASINGLY PREFERRED TOOL FOR COMMUNICATION between students and faculty. When communicating with your professors via e-mail, it's important to remember that many faculty view an e-mail message as a letter that was delivered quickly rather than a quick conversation. Here are a few tips to keep in mind when writing e-mail messages to your professors.

Use appropriate salutations and titles.

Like letters, e-mails should begin with a proper salutation. If "Dear Dr. Smith" seems too formal, begin your message with "Hello Dr. Smith," but avoid the kinds of casual greetings you would use with friends (e.g., "Hey") or no greeting at all. When in doubt about

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 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.

Graduate Connections
is published quarterly by

The Office of Graduate Studies
University of Nebraska–Lincoln
1100 Seaton Hall
Lincoln, NE 68588
(402) 472-2875
gsapd2@unl.edu
www.unl.edu/gradstudies/

The University of Nebraska–Lincoln
does not discriminate based on gender,
age, disability, race, color, religion,
marital status, veteran's status,
national or ethnic origin, or sexual
orientation.



using *Dr.* or the professor's first name, use *Dr.*; the faculty member will let you know when it's okay to use his or her first name.

Identify yourself.

Faculty interact with a large number of students every semester. At the beginning of your message, refer to the class you're taking with the faculty member or how the faculty member knows you, especially when you're contacting someone who doesn't know you very well. Conclude your message with more than just your first name. Provide your full name and NUID number.

Avoid text acronyms.

If you're responding to e-mails on a Blackberry or smart phone, it's tempting to abbreviate or shorten words and phrases (e.g., *u* instead of *you*). However, abbreviations are easy to misinterpret or may be completely misunderstood.

Beware of your tone.

Perhaps the most difficult part of writing an e-mail is achieving the right tone. If you're writing an especially sensitive e-mail, let your final draft sit overnight and reread it before sending to make sure the message is appropriate. You also can ask a colleague or friend to read your message and offer feedback about how the message might be perceived. Remember, e-mail creates a permanent

record of your communication that you have no control over after you click the send button. So if you're worried about the tone of your e-mail, you might want to skip the message altogether and ask for a meeting with the faculty member.

Keep it simple.

Long e-mails with too many questions can get confusing. If your message is more than one or two paragraphs, rethink the purpose of the message. You may want to start with the most important question or topic. A lengthy e-mail may be a signal that the subject warrants a meeting rather than a written communication.

E-mail communication is an important part of building positive relationships with your professors. It's always worthwhile to take the time to make sure your messages are clear and appropriate.

Resources

Jerz, D. & Bauer, J. (2000, December 12). Writing effective e-mail: Top 10 tips. Retrieved October 7, 2010 from <http://jerz.setonhill.edu/writing/etext/e-mail.htm#message>.

Toth, E. (2009, April 28). Don't e-mail me this way. *The Chronicle of Higher Education*. Retrieved October 8, 2010, from <http://chronicle.com/article/Dont-E-Mail-Me-This-Way/44818/>.

Good Practices in Graduate Education

Advice and strategies to strengthen ethics in graduate education

RESPONSIBLE CONDUCT OF RESEARCH TRAINING

THIS FALL, THE OFFICE OF GRADUATE STUDIES and the Office of Research Responsibility introduced a new online education program as part of UNL's Responsible Conduct of Research (RCR) toolbox. The program, delivered via Blackboard, provides all mentored researchers with the baseline knowledge they need to continue the study and practice of RCR. It doesn't cost anything, takes about an hour to complete and is thought-provoking.

Importance

Why is education in the responsible conduct of research important? Quite simply, responsible conduct of research is essential to excellence in

science. More specifically, it's just "good citizenship applied to professional life" (Steneck, 2007, pg. xi). However, as Steneck explains, "the specifics of good citizenship in research can be a challenge to understand and put into practice. Research is not an organized profession in the same way as law or medicine. Researchers learn best practices in a number of ways and in different settings. The norms for responsible conduct can vary from field to field. Add to this the growing body of local, state, and federal regulations and you have a situation that can test the professional savvy of any researcher" (xi).

Understanding the professional practices that define the responsible conduct of research, then, is the first step in the process of developing good citizenship in research practices. In an effort to ensure integrity in research, the National Science Foundation, as the representative body for federal funding agencies, is requiring all undergraduate students, graduate students and postdoctoral researchers to be trained in research ethics (see Federal Register Notice of August 20, 2009, Volume 74, Number 160).

Note that this program is different from the CITI-IRB training, which focuses primarily on human subjects research. Rather than focusing on rules and principles, UNL's online RCR education program focuses on academic integrity – the honest, accurate and objective conduct of teaching, learning and research – important values that bind all researchers together.

Participant feedback

As of November 1, nearly 2500 UNL graduate students have completed the program. Here's what some of the participants had to say:

There was a lot of interesting information in this tutorial, especially in the scenarios. I think it would be good for research mentors to know what we are expected to know and how they could be helping us.

I appreciated going through the program, though I was initially annoyed at the requirement. I think the content was worthwhile and great for solidifying what often goes unspoken. I was impressed by the usage of Blackboard... Good job.

The program was great. So easy and user-friendly. I even detected humor – much appreciated!

As I was completing the program I realized that it precipitated several questions that I already had but hadn't overtly identified. The program gave me some answers and topics to clarify with my adviser.

Who should participate?

Graduate students are required to complete this program if they are enrolled in a graduate degree program that falls under the RCR education requirement:

- 1) College of Arts & Sciences
 - Anthropology
 - Chemistry
 - Communication Studies
 - Computer Science & Engineering
 - Earth & Atmospheric Sciences
 - Mathematics
 - Psychology
 - Physics & Astronomy
 - Political Science
 - Sociology
 - Statistics
- 2) All departments in the College of Education & Human Sciences
- 3) All academic units in the College of Engineering
- 4) All departments in the Institute of Agriculture and Natural Resources (IANR).

The program will be conducted every semester. To learn more about the RCR training program, see the [Graduate Studies website](#) or contact Neal Bryan (nbryan2@unl.edu).

Source: Steneck, N. (2007). *ORI Introduction to the Responsible Conduct of Research*. U.S. Department of Health and Human Services (HHS).

Professional Development Network

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

MENTORING UNDERGRADUATE STUDENTS

AS A GRADUATE STUDENT, it's likely that you'll be responsible for supervising undergraduate research or teaching assistants at some point during your graduate career. Here are some tips on supervising and mentoring undergraduates.

Adopt a mentor state of mind.

Before mentoring undergraduate students, it's important to understand your students' expectations as well as what they expect from you. Review literature about mentoring and take some time to think back to your experiences of being

Teaching Tip

Using Games to Teach, Motivate and Engage Students

Growing evidence indicates that games allow students to focus well enough to learn better. The Oct. 2010 issue of *Training + Development* magazine (American Society of Trainers and Developers) cites results of a University of Colorado study showing that using games to train adults in the workplace resulted in higher factual and skill-based knowledge levels and higher retention levels than programs that did not incorporate games.

Not surprisingly, the Internet has had a significant effect on the way 21st-century college students think and learn; they are used to thinking on multiple tracks at once, but have little patience with linear reasoning or delayed gratification. Using games (not necessarily video games) for teaching is one way to shift to a more appropriate learning format for the digital generation. If learning is more engaging, students will be more motivated. In addition, competition and teamwork are motivating for students, and quick and specific feedback enables students to figure out the right way to succeed.

Games work as a teaching tool because bad consequences are rarely serious or lasting. Often, it's possible for students to recover within a game, and use what they have learned to successfully complete a task. Because games are not graded, they allow students to assess their knowledge for themselves and give them a chance to see where they are having trouble *before* they engage in graded activities like papers or tests.

Game-based learning also teaches students to follow directions, make decisions and discover new information. Peer learning involved in game instruction allows discussion, reflection and problem solving. Game-based instruction also encourages teachers to be creative and more effective and helps them identify difficult or poorly understood material through observable, immediate feedback from the students.

You can find some good sources on game-based learning at the [Carleton College Science Education Resource Center](#).

mentored. In what ways were your mentors helpful and in what situations were mentoring experiences unproductive? You also may benefit from discussions about successful mentoring with the undergraduate adviser in your department, your own mentor or other graduate students who mentor undergraduates.

Build an effective team.

If your mentoring experience involves an undergraduate research team, finding the right students and proper training is essential to build an effective and successful team. Before you interview potential students, think about what you're looking for in a student researcher. Do you want someone with prior research or SPSS experience? Are multi-tasking, communication and problem-solving skills important to your project? If you receive a large number of applications, use an e-mail questionnaire and minimum GPA requirement to help the more qualified applicants rise to the top of your pool.

Even the smallest mistake can have large consequences in research, making training an important part of your experience with your undergraduate research team. Work with each undergraduate until both of you are comfortable with the student completing tasks independently. It's easier to spend extra time with a student early to make sure they understand the process than to retrain a student if poor understanding leads to errors later.

Teaching your students to take pride in their work is another way to minimize mistakes. To an undergraduate who has never seen a research project through from beginning to end, a task like data entry may not seem important. To a graduate student supervisor who knows firsthand what can happen when data entry is not accurate and complete, this is an essential task. Help your students understand how the work they do impacts the entire project by walking them through the steps that come after their tasks are complete.

Give credit when credit is due.

Heading off mistakes and dealing with problems is often a much more immediate concern in the lab than praising a job well done. However, students who feel like they are providing a necessary skill and are doing the job well are more likely to go above and beyond the call of duty. Verbal praise goes a long way but is not always possible when working with a large team. If this is the case, take a few minutes at the beginning of each team meeting to acknowledge and give credit to students who performed especially well during the week.

Think outside the lab.

Being part of a research team is a valuable experience for undergraduate students. As a mentor, you have an opportunity to help students make the most of this experience.

Ask students to read “gold standard” scientific writing samples and then to write a short literature review. This review could be related to your project or the student’s personal research interests. Spend time helping the student revise and improve the literature review.

This activity gives you time to meet individually with students and discuss different aspects of research and research projects, giving the students increased confidence in their research skills. These one-on-one meetings also give you the opportunity to discuss graduate school and professional opportunities with your mentees. As a graduate student mentor, you have recent experience writing a purpose statement, taking the GRE and finding a good fit in a graduate program. Your undergraduate student mentees can certainly benefit from learning about your experiences.

Being an undergraduate student mentor is more than a rewarding experience. Mentoring gives you

the opportunity to learn useful supervisory and management skills that carry over into professional and academic pursuits long after your graduate student career is over.

More about mentoring undergraduates

Bender, C. (2000). Advance science: Mentor an undergraduate. *The Pharmacologist*, 42, 141-145.

Cesa, I.I., & Fraser, S.C. (1989). A method for encouraging the development of good mentor-protégé relationships. *Teaching of Psychology*, 16 (3), 125-128.

Landrum, R.E., & Nelsen, L.R. (2002). The undergraduate research assistantship: An analysis of benefits. *Teaching of Psychology*, 29, 15-19.

Resources

Evans, S.E., Perry, A.R., Kras, A., Gale, E.B., Campbell, C. (2009). Supervising and mentoring undergraduates: A graduate student perspective. *The Behavior Therapist*, 32, 77-82.

PROFESSIONAL DEVELOPMENT SERVICES AVAILABLE FROM THE OFFICE OF GRADUATE STUDIES

Fall Campuswide Workshops for
Graduate Teaching Assistants
Institute for International Teaching
Assistants
Preparing Future Faculty Program

Professional development workshops
Professional development courses
Teaching Documentation Program
Assistance gathering student feedback

Individual consultation on teaching,
careers, job searches
Advice on creating an academic career
portfolio

Funding Opportunities

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

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. You can subscribe to the listserv by sending an e-mail to Nathan Meier at nmeier2@unl.edu. You also can search funding opportunities at <http://research.unl.edu/proposaldevelopment/funding.php>.

THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS

BETTY CARTER’S JAZZ AHEAD, a weeklong music residency program for outstanding, emerging jazz artists in their mid-teens and twenties, brings them together under the tutelage of experienced artist-instructors who coach and counsel them, helping to polish their performance, composing, and arranging skills.

Deadline: 11/19/10

Award amount: Covers travel to and from Washington, DC, a modest honorarium for meal expenses, and lodging at a local hotel

www.kennedy-center.org/programs/jazz/jazzahead/

ASPEN INSTITUTE PROGRAM ON PHILANTHROPY AND SOCIAL INNOVATION WILLIAM RANDOLPH HEARST ENDOWED FELLOWSHIP FOR MINORITY STUDENTS

THIS FELLOWSHIP, which is based on academic excellence and need, is open to both undergraduate and graduate students of color. The Hearst Fellow serves as an intern with PSI, addressing issues and challenges affecting philanthropy, social enterprise, nonprofit organizations, and other actors in the social sector. Recipients may arrange with their colleges or

universities to receive academic credit for this experience.

Deadlines: 12/15/10 for spring 2011; 3/15/11 for summer 2011; and 7/15/11 for fall 2011

<http://www.aspeninstitute.org/policy-work/nonprofit-philanthropy/leadership-initiatives/hearst>

AMERICAN WATER WORKS ASSOCIATION

THE AMERICAN WATER WORKS ASSOCIATION offers a number of fellowship and scholarships for master's and/or doctoral students.

Deadline: Jan. 15 annually

Award amounts: vary by program

www.awwa.org/Membership/Content.cfm?ItemNumber=3501&navItemNumber=13974

HENRY LUCE FOUNDATION AND AMERICAN COUNCIL OF LEARNED SOCIETIES DISSERTATION FELLOWSHIPS IN AMERICAN ART

ACLS INVITES APPLICATIONS for the Henry Luce Foundation/ACLS Dissertation Fellowships in American Art designated for graduate students in any stage of Ph.D. dissertation research or writing.

Deadline: 11/10/10

Award amount: \$25,000

<http://www.acls.org/programs/american-art/>

DECAGON: GRANT A. HARRIS RESEARCH INSTRUMENTATION FELLOWSHIP

DECAGON DEVICES, INC., WILL AWARD six fellowships, each providing \$5,000 worth of Decagon research instruments to graduate students studying any aspect of environmental science or geotechnical science. This year the

committee emphasizes studies that propose innovative soil and plant monitoring.

Deadline: 01/14/11

<http://www.decagon.com/about-us/ga-harris-fellowship>

AMERICAN SOCIETY FOR ENGINEERING EDUCATION NATIONAL DEFENSE SCIENCE AND ENGINEERING GRADUATE FELLOWSHIP

THE NDSEG FELLOWSHIP is a highly competitive, portable fellowship awarded to U.S. citizens and nationals who are at or near the beginning of their graduate studies in science or engineering in one of the 15 supported disciplines. NDSEG allows recipients to attend whichever U.S. institution they choose.

Deadline: 12/17/10

Award amount: NDSEG fellowships last for three years and pay for full tuition and all mandatory fees, a monthly stipend, and up to \$1,000 a year in medical insurance

http://ndseg.asee.org/about_ndseg

U.S. DEPARTMENT OF COMMERCE INTERNSHIP FOR POSTSECONDARY STUDENTS

THE U.S. DEPARTMENT OF COMMERCE anticipates having approximately 13 internships available in the Washington, D.C. during the spring 2011 session, ten for graduate students and three for undergraduates. Selected applicants will intern for up to 15 weeks beginning as early as Jan. 3, 2011. Internships are either part time (20-24 hours per week) or full time (40 hours per week).

Deadline: 11/15/10

Award amount: Weekly stipend (undergraduates, \$500; graduate students, \$600) plus \$150 weekly housing allowance, limited travel reimbursement and accidental medical expense coverage

<http://see.oraau.org/ProgramDescription.aspx?Program=10038>

THE GETTY FOUNDATION

GETTY GRADUATE INTERNSHIPS are offered for students of all nationalities who intend to pursue careers in fields related to the visual arts. Training and work experience are available in areas such as curatorial, education, conservation, research, information management, public programs and grantmaking.

Deadline: 12/1/10

Award amount: \$17,400 for eight months and \$26,000 for twelve months, including health benefits

http://www.getty.edu/foundation/funding/leaders/current/grad_internships.html

THE HARRY FRANK GUGGENHEIM FOUNDATION

THE GUGGENHEIM FOUNDATION annually awards ten or more Ph.D. dissertation fellowships to graduate students working in any of the natural and social sciences and the humanities, and welcomes proposals that promise to increase understanding of the causes, manifestations and control of violence, aggression and dominance.

Deadline: 02/01/11

Award amount: \$15,000

www.hfg.org/df/guidelines.htm

HENRY LUCE FOUNDATION AND AMERICAN COUNCIL OF LEARNED SOCIETIES DISSERTATION FELLOWSHIPS IN AMERICAN ART

ACLS INVITES APPLICATIONS for the Henry Luce Foundation/ACLS Dissertation Fellowships in American Art designated for graduate students in any stage of Ph.D. dissertation research or writing.

Deadline: 11/10/10

Award amount: \$25,000

<http://www.acls.org/programs/american-art/>

AMERICAN COUNCIL OF LEARNED SOCIETIES DISSERTATION FELLOWSHIPS IN EAST EUROPEAN STUDIES

THE AMERICAN COUNCIL OF LEARNED SOCIETIES will offer support for writing dissertations in East European studies in all disciplines of the humanities and the social sciences. Funding is offered for two types of support: research fellowships for use in Eastern Europe to conduct field work or archival investigations, and writing

fellowships for use in the United States, after all research is complete, to write the dissertation.

Deadline: 11/10/10

Award amount: up to \$18,000

<http://www.acls.org/grants/Default.aspx?id=532>

ANDREW W. MELLON FOUNDATION AND AMERICAN COUNCIL OF LEARNED SOCIETIES DISSERTATION COMPLETION FELLOWSHIPS

ACLS INVITES APPLICATIONS for the fourth annual competition for the Mellon/ACLS dissertation completion fellowships for graduate students in the humanities and related social sciences. Applicants must be prepared to complete their dissertations within the period of their fellowship tenure and no later than Aug. 31, 2011.

Deadline: 11/10/10

Award amount: \$25,000, plus funds for research costs of up to \$3,000 and for university fees of up to \$5,000

<http://www.acls.org/grants/Default.aspx?id=512>

U.S. DEPARTMENT OF COMMERCE INTERNSHIP FOR POSTSECONDARY STUDENTS

THE U.S. DEPARTMENT OF COMMERCE anticipates having approximately 13 internships available in the Washington, D.C. during the spring 2011 session, ten for graduate students and three for undergraduates. Selected applicants will intern for up to 15 weeks beginning as early as Jan. 3, 2011. Internships are either part time (20-24 hours per week) or full time (40 hours per week).

Deadline: 11/15/10

Award amount: Weekly stipend (undergraduates, \$500; graduate students, \$600) plus \$150 weekly housing allowance, limited travel reimbursement and accidental medical expense coverage

<http://see.orau.org/ProgramDescription.aspx?Program=10038>

The Graduate Student Writer

Tips to make the writing process work for you

LATIN TERMS USED IN WRITING ABOUT RESEARCH (FOR EXAMPLE, THAT IS)

EVEN THOUGH LATIN is considered a dead language (i.e., no country officially speaks it), its influence on other languages is significant. Latin words and expressions are present in virtually all languages around the world, as well as in different scientific and academic fields. While writers of dissertations and other formal papers are cautioned to avoid foreign words or phrases unless there really is no natural English equivalent, a number of Latin words and phrases are standard in academic writing.

Two of the most commonly used Latin expressions are also two of the most commonly confused.

Exempli gratia, abbreviated *e.g.*, means *for example*; and *id est*, abbreviated *i.e.*, literally translates as *that is*, and typically means *in other words*. The two phrases are often incorrectly interchanged. The decision whether to use *i.e.* or *e.g.* should be based on whether “that is” or “for example” is what you want in the sentence.

Use *i.e.* to clarify what has already been stated or to explain or define what you just said in a different way:

The elephant is a pachyderm (i.e., an animal with thick skin and nails resembling hooves).

Use *e.g.* when giving examples of the topic you are discussing but don’t intend to list everything possible to illustrate it. Think of what precedes *e.g.* as the name of a category and what follows as a few things – but not everything – that would fit into that category:

Many real numbers cannot be expressed as a ratio of integers (e.g., the square root of two).

The square root of two is *just one* example of the many real numbers that can’t be expressed as a ratio of integers.

To help you remember the distinction between *e.g.* and *i.e.*, imagine that *i.e.* means *in essence*, and *e.g.* stands for *example given*. Some people associate the

sound of the word *example* with the letters *e.g.* – when you use *e.g.*, you’re offering an “egg sample.”

If you're still confused about when to use each abbreviation, you can always just write out the words *for example* or *in other words*. There's no rule that says you have to use *i.e.* or *e.g.*

Dos and Don'ts

There is no need to italicize *i.e.* and *e.g.* when you use them in your writing. Even though they are abbreviations for Latin words, they have entered the common lexicon and are considered a standard part of the English language. (They are italicized in this article because the writer is talking about them – in actual usage, no italics are required.)

Because they are abbreviations, a period is required after each letter, but there is no space between letters.

American English usage requires a comma following both *i.e.* and *e.g.*, as shown in the earlier examples.

Various authorities (e.g., *the Chicago Manual of Style* and the *APA Publication Manual*) support the rule that the abbreviations *e.g.* and *i.e.* should be used only in parenthetical comments injected into your text (as the example in this sentence illustrates). If you choose not to use parentheses, spell out the English equivalent instead. For *e.g.* use *for example*; for *i.e.* use *that is* or *in other words*.

Another confusing Latin term. . .

Your CV is a vital tool in your professional development toolbox – but be sure you use the right words to talk about it. The correct singular form is *curriculum vitae*, translated literally from Latin as “course of life.” (For grammarphiles, *vitae* is the genitive form of *life*, not the plural.) The plural form is *curricula vitae* (courses of life: “Jane and Jake submitted their curricula vitae to the

fellowship committee.”) The informal shortened form is *vita* (singular) – translated from the Latin for life – or *vitae* (plural), lives. Abbreviations are often used: CV or CVs. While it is appropriate to write either *curriculum vitae* or just *vita*, it is incorrect to use the phrase *curriculum vita* when referring to a CV.

Events

Campus activities and other events of interest to graduate students

BROWNBAG LUNCH SERIES: ETHICS ACROSS THE DISCIPLINES NOV. 16

AS PART OF ITS MISSION to promote ethics across the disciplines at UNL, the Robert J. Kutak Center for the Teaching and Study of Applied Ethics hosts brownbag luncheons throughout the academic year.

The Nov. 16 conversation topic is “Student Privacy and Instructor/Adviser Gossip,” led by Brooke Glenn, Kelly Paine and Steve Swartzter. The luncheon starts at 12:30 in the Nebraska Union.

If you would like the Ethics Center to supply a lunch, e-mail [Steven Swartzter](#) by noon Nov. 10. Or, if you prefer to bring your own lunch, just show up.

Visit the [Ethics Center website](#) for more information about these brownbags or other events, opportunities and resources.

NEBRASKA LECTURE NOV. 30

SUE SHERIDAN, George Holmes University Professor of Educational Psychology and Director of the Nebraska Center for Research on Children, Youth, Families and Schools, will present the

Nebraska Lecture on Nov. 30. Her topic is “Ready for School, Ready for Life: Creating a Future for All Children.”

The free public lecture begins at 3:30 p.m. in the Nebraska Union auditorium, with a reception following. This Nebraska Lecture is sponsored by

the UNL Research Council, the Office of the Chancellor, and the Office of Research & Economic Development.

DOCTORAL GRADUATION INFORMATION SESSIONS, JAN. 19 & 27

IF YOU ARE SCHEDULED TO GRADUATE in 2011, plan to attend a doctoral graduation information session in January. [Pre-register online](#) for one of these sessions: **Wednesday, Jan. 19, noon- 1 p.m., East Campus Union** (includes pizza lunch) or **Thursday, Jan. 27, 5:30-6:30 p.m., Nebraska Union** (includes pizza dinner).

You will learn about the necessary forms, where to find them and when to submit them in order to graduate on schedule. We'll "walk" you backward from your graduation date, explaining the process and identifying the tasks you'll need to complete to graduate.

You'll have an opportunity to ask questions about the process for applying for graduation, the

graduation ceremony and other graduation-related topics.

Some comments from previous sessions indicate just how valuable they are:

It is nice to know what is ahead in the last semester.

This was a great session. I learned a lot about the details of the graduation process.

I appreciate the detailed checklist provided and the instructions given.

For more information, contact Eva Bachman at 472-8669.

Announcements

News of note for graduate students

CURRENT GRADUATE STUDENT FELLOWSHIP APPLICATION AVAILABLE IN DECEMBER

ARE YOU READY TO COMPETE? Current graduate students are eligible to apply for fellowship funding for the 2011-2012 academic year.

The **Presidential Fellowship** is awarded to doctoral candidates or MFA students. The fellowship stipend is \$24,000 for the academic year. The award also covers tuition, fees and the university's portion of the student health insurance. Eligible students must be scheduled to graduate no later than August 2011.

The **Fling Fellowship** is awarded to advanced masters or doctoral candidates. Masters students must be within one year of graduation and doctoral students must be within two years of graduation. The fellowship stipend is \$20,000 and covers tuition, fees and the university's portion of the student health insurance.

The number of fellowships awarded in 2011 will be based on available funding. The current student fellowship application will be available online Dec. 8 on the [Graduate Studies website](#).

Students must submit an application, an academic goal statement and CV, and two letters of recommendation from faculty members.

This is a highly competitive process. Applications are ranked by faculty members on the UNL Fellowship Committee. Here's a helpful hint: Previous successful applicants made use of an article about creating a successful application that appeared on page 8 of the [November 2008 edition of Graduate Connections](#).

THE UNL HEALTHY OPTION STUDENT INSURANCE PLAN – SPRING ENROLLMENT

MOST GRADUATE STUDENTS CAN ENROLL in the Healthy Option insurance plan on the [University Health Center website](#).

Grad Assistants and international students

HOWEVER, if you are a graduate assistant or international student (F1 or J1 visa holders), you will be automatically enrolled and should NOT fill out the enrollment form or sign up on your MyRED account to obtain the individual basic coverage. To purchase coverage for dependents, however, you will need to complete an enrollment form.

Waivers

If you are a graduate assistant and you have your own insurance and wish to opt out of the plan for spring/summer, you must complete a waiver request form online by Jan. 28, 2011. Otherwise you will be automatically enrolled in the plan and your student account will be charged.

The online waiver form must be filled out EACH semester and submitted to the University Health Center by the published deadline.

Costs

The total premium cost for the second semester and summer (Jan. 1-Aug. 12, 2011) is \$911; of that amount, the graduate assistant cost is \$191 and the university-paid portion is \$720.

For more information

Follow these links for more information:

[Health insurance FAQ](#)

[Health insurance brochure](#)

[Dental insurance brochure](#)

For in-depth questions about insurance coverage and enrollment forms, contact insurance coordinator Bev Heiserman at 472-7507.

For questions about graduate assistant eligibility, contact Jane Schneider at 402-472-8670 or jschneid@unlnotes.unl.edu.

Interactions

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

2010-2011 PRESIDENTIAL, FLING AND OTHMER FELLOWSHIP AWARD RECIPIENTS

UNL's 2010-11 FELLOWSHIP RECIPIENTS were recognized at two separate luncheons held in their honor. Presidential and Fling Fellows were announced in spring 2010, and Othmer Fellows were recognized in fall 2010.

Presidential Fellows: Jesús Orozco Araujo, Entomology; Amy Hillard, Psychology; Lauren Ronsse, Architectural Engineering; and Cixin Wang, Educational Psychology

Fling Fellows: Donghyun Choi, Management; Christopher Goodrich, Mathematics; Karolina Janicka, Physics and Astronomy; Alicia Klanecky, Psychology; and Mark Reuter, History

Othmer Fellows: Ryan Aiello, English; Carrie Childers, Special Education & Communication

Disorders; Karl Giuseffi, Political Science; Lori Hoetger, Psychology; Angelica Kallenberg, Biological Sciences; Mark Koten, Materials Engineering; ByungKu Lee, Management; Haydee Lindo, Mathematics; Dandan Liu, Nutrition; Kelly Meyer, English; David Moore, Chemical & Biomolecular Engineering; Catherine Muller, Food Science & Technology; Emma Nishimura, Art; Mallory Prucha-Rishoi, Theatre Arts; Tarlan Razzaghi, Natural Resource Sciences; Katlyn Sorenson Farnum, Psychology; Cody Stolle, Civil Engineering; Ashley Tharayil, Economics; Daniel Traylor, Nutrition and Health Sciences; and Emily Treichler, Psychology

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.

EVENTS

Nov. 16	Ethics Center Brownbag
Nov. 30	Nebraska Lecture
Dec. 8	Current graduate student fellowship competition application goes online; deadline for submission of all materials is Feb. 9, 2011

DEGREE DEADLINES

Date	Master's degrees to be conferred Dec. 2010	Doctoral degrees to be conferred Dec. 2010
Nov. 4	Submit final exam report (or four weeks prior to oral); Incomplete grades must be removed	
Nov. 11		Application for final exam report Incomplete grades must be removed
Nov. 18	Incomplete grades must be removed Submit preliminary copy of thesis (or two weeks prior to oral) File results of written comprehensive exam and/or option II paper	
Dec. 2	Final day for oral examination	Final day for oral examination
Dec. 2	Deposit thesis and final examination report form Pay binding fee	Deposit dissertation Dissertation grades submitted Final fees and final forms due
Dec. 17	Graduate College Commencement	Hooding and Graduate College Commencement

Did you know?

UNIVERSITY OF NEBRASKA-LINCOLN CORE VALUES

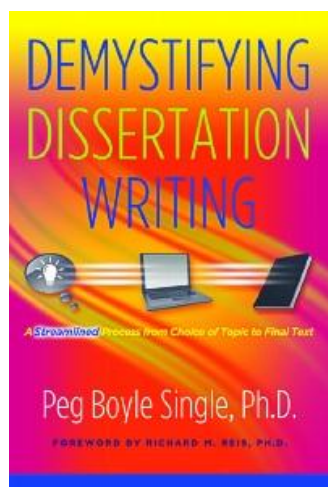
- L**earning that prepares students for lifetime success and leadership;
 - E**xcellence pursued without compromise;
 - A**chievement supported by a climate that celebrates each person's success;
 - D**iversity of ideas and people;
 - E**ngagement with academic, business and civic communities throughout Nebraska and the world;
 - R**esearch and creative activity that inform teaching, foster discovery and contribute to economic prosperity and our quality of life;
 - S**tewardship of the human, financial and physical resources committed to our care.
-

Readers' Corner

Interesting reading for graduate students

DEMYSTIFYING DISSERTATION WRITING: A STREAMLINED PROCESS FROM CHOICE OF TOPIC TO FINAL TEXT

By Peg Boyle Single, Ph.D.



by Peg Boyle Single, takes the seemingly overwhelming task of completing a dissertation and breaks it down into easy-to-follow steps.

THE DISSERTATION IS MANY THINGS: an opportunity to present your work as a graduate student, the last hurdle to graduation and the culmination of years of hard work. The dissertation is also a process that, without a little help, can be overwhelming. *Demystifying Dissertation Writing*,

Using five strategies that lead to successful dissertation completion, Single creates a text packed with practical advice. From working with your adviser, to overcoming writer's block to making revisions, she truly covers the entire dissertation process.

As Single states, "my goal is quite simple and straightforward: for you to experience greater efficiency and enjoyment while writing. If you experience anxiety, blocking, impatience, perfectionism or procrastination when you write, then this system is for you. I want you to be able to complete your writing so that you can move on with the rest of your life."

The audience for *Demystifying Dissertation Writing* goes far beyond doctoral students. Master's thesis students, faculty supervisors, and anyone looking to improve their writing will benefit from Dr. Single's clear and concise advice.