

The McNair Program Research Course Descriptions

OUTCOME OBJECTIVE II – Coursework for Quality Research	PROCESS OBJECTIVE II
<p>Ninety percent (90%) of McNair Scholars will complete the Arts & Sciences upper division McNair Research Seminar, as well as the McNair Research Internship course and an Orientation Class.</p>	<p>Design, implement, and continually update an Orientation Class, a Seminar and an Internship course each year to provide McNair scholars with a positive introduction to the social and academic realities of doctoral education.</p>

Year One

Fall Term

ARSC 3600 (2-4). Diversity Issues: Higher Education. For first orientation course discusses socio-cultural issues in higher education. Course description follows: Race, class, gender and sexual orientation issues are addressed to foster understanding of university codes of inquiry and modes of interaction in scholarly communities. Utilizes Internet dialogue, computing and media technology to improve communication and develop research and inquiry skills and critical thinking.

Goal: Advanced Critical Reading, Task Management, Time Management, Mentor Management, an orientation to graduate school life.

Spring Term

ARSC 3700 (3-5). McNair Seminar: Research Design.

Multidisciplinary course guiding critical thinking as students design a formal investigation. Includes compiling an annotated bibliography, composing a literature review, and presenting and writing a prospectus. Students revise the prospectus, creating a proposal for funding the research

Goal: Scholarly articles are critiqued; a literature review is written, the research project is designed, a prospectus is written, and applications to carry out human or animal research are written and submitted to the proper campus governing bodies.

Summer Term

ARSC 4700 (1-5). The McNair Seminar-Research Practices and Procedures.

Within the range of scholarly modes, student researchers examine discipline specific rationales for evidence and analysis. Lecturers distinguish popular concepts of investigation from scholarly research. Students learn to take great care describing and discussing methods, findings, interpretations, assertions and conclusions.

Goal: learn methods for data collection and analysis are applied, results of student research are critiqued, discussion and conclusion sections are constructed, a paper is written following the conventions of the individual student's discipline, & a presentation is made to faculty mentors, graduate students, researchers, and administrators.

Year Two

Fall Term

ARSC 3650-3 Diversity Issues in Graduate Education.

Participants use Tinto's work on academic and social integration as a conceptual framework. Further, students investigate how specific institutions support diversity goals in their graduate programs.

Goal: Guides students through research on diversity and retention issues in graduate education