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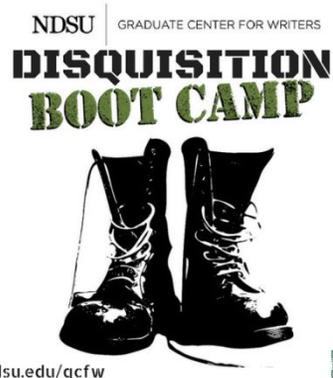
SNRS Graduate Student *Data Dump* Updates & Resources

May 9, 2018

Upcoming Events

Disquisition Boot Camp

This writing boot camp provides NDSU graduate students the opportunity to work intensively on disquisition writing for the week of June 11th-15th, 2018. For this week, the Center for Writers will sponsor 7 hours of writing a day in a space conducive to productive writing.



[ndsu.edu/gcfw](https://www.ndsu.edu/gcfw)



They will also provide writing consultant support, mini-workshops, and opportunities to discuss writing difficulties and successes. Lunch and a variety of healthy snacks will be provided every day.

For more information:

https://www.ndsu.edu/gcfw/disquisition_bootcamp_2018/

Congratulations!

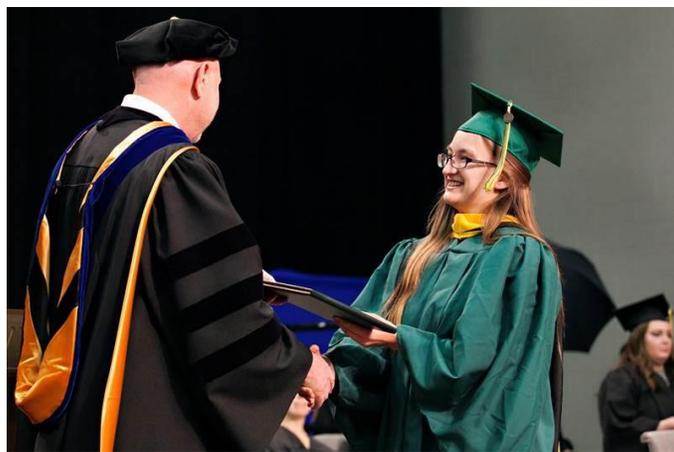
The following graduate students in SNRS have successfully defended and/or completed the requirements for graduation for Fall 2017/Spring 2018.

- Kristine Altrichter (*MS NRM*)
- Umesh Acharya (*MS Soil Science*)
- Amy Bauroth (*MNRM*)
- Meyer Bohn (*MS Soil Science*)
- Vero Calles-Torrez (*PhD Entomology*)
- Matthew Danzl (*MS NRM*)
- Savannah Fritz (*MS NRM*)
- Upasana Ghosh (*PhD Soil Science*)
- Haley Johnson (*MS Range Science*)
- Jashandeep Kaur (*MS Soil Science*)
- Alex Knudson (*MS Entomology*)
- Katherine Kral (*PhD Range Science*)
- Peter O'Brien (*PhD Soil Science*)
- Joseph Orr (*MS NRM*)
- Lisa Preister (*PhD NRM*)
- Madeline Rehn (*MNRM*)
- Jordan Roob (*MNRM*)
- Debankur Sanyal (*PhD Soil Science*)
- Sharmin Sultana (*MS NRM*)
- Rebecca Trubitt (*MS Range Science*)
- Herrah Wasim (*MNRM*)

We want your opinions!

If you recently defended or graduated, please complete the exit survey emailed to you by SNRS Director, Dr. Frank Casey. This is a great chance to tell us about your experiences and help us evaluate and improve graduate student education across SNRS.

All other students, please complete the recently emailed survey about potential graduate student activities sent to you by Jason. This survey is a crucial part of us deciding what types of activities we should try to create to help support SNRS graduate students.



SNRS Faculty Meeting Highlights

Faculty meeting 3/10/18

- Promotion/tenure policies/written documents are being updated to get SNRS in-line with the rest of the College/University
- We reviewed classes that are being taught in the fall so profs have a better idea of what they can recommend to their advisees (undergrad and grad). There seem to be a few that involve a field component, so a few chances to actually get outside during the fall!
 - Despite having minimal official teaching hours allocated (the equivalent of 5 FTEs), SNRS produces a lot of classes (6.5+ FTEs).



Jasmine Cutter
Faculty Meeting Rep
MS - Range Science

Faculty meeting 4/20/18

- We met librarian Susanne Caro. She's in charge of government docs. She can be reached at Susanne.Caro@ndsu.edu or 701-231-8863 if you have any research Qs related to govt publications, or if you're looking for govt resources that seem to have disappeared
- Agricultural Science librarian Nicole Juve updated us on some of her projects: scanning old dissertations so we have a digital copy, SCOPUS is now available through NDSU libraries, there is now a large-format scanner in the library which can be used if you have suggestions for other documents that should be added to institutional repository. The Rangeland Partnership meeting will be hosted at NDSU in 2019, this organization works to build open access databases/repositories and websites for researchers, landowners, agency folks, etc. to use.
- The library started an Undergraduate Research Award with a \$250 prize for a student who demonstrates good use of library resources, various media will be considered – posters, essays, websites, videos – so if you work with any undergraduates who might be interested, pass on this info!

Spotlight on Graduate Student Resources

Disability Services | Prepared by Jasmine Cutter, MS Range Student

Disability accommodations came up at the staff meeting and I just wanted to make sure that the larger community of SNRS is aware of how they work. NDSU and the SNRS have a *legal* obligation to provide appropriate and reasonable accommodations to students with documented disabilities. Accommodations exist so that students with disabilities can receive equal access to educational opportunities. Accommodations need to be requested *before* the semester starts (and sometimes take a while to implement).

A person with a disability is defined as any person who

1. has a physical or mental impairment that substantially limits one or more major life activities,
2. has a record of having such an impairment, or
3. is regarded as having such an impairment

Examples of major life activities include walking, seeing, hearing, speaking, breathing, learning, concentrating, working, caring for oneself, major bodily functions, and performing manual tasks.

If you are in need of accommodations, all requests go through Disability Services, who ensure that you have the proper documentation and then works with faculty to arrange reasonable accommodations. These accommodations could include modifying the texts needed for class, alternative testing conditions, assistive technology, scribe for classes, and several other options. Often, these accommodations will only require minor adjustments in how a professor teaches, the majority of the logistics is carried out by Disability Services. Disability Services can be reached at 701-231-8463 or ndsu.disability.services@ndsu.edu.

Reminders: All students enrolled at NDSU have met academic requirements for admission. Accommodations do not mean that you have to lower academic standards or fundamentally change the course. Students with disabilities are expected to meet the same academic standards as other students, accommodations exist because the same treatment is not always equal treatment.

For more information: <https://www.ndsu.edu/disabilityservices>

Advice from a Grad Student

Conversations in Scientific Writing | Katherine Kral, PhD Range Science

When you're a grad student, you're expected to write a lot. If you continue in academia, you're expected to write a lot. Most career paths expect you to write a lot. Writing my dissertation this semester, I wrote a lot. So, did I realize anything about writing this year that could help me in the future? Although the obvious answer is yes, it's often difficult to critically reflect on your writing to decipher what was the most difficult for you and why. Today, I want to pick apart one of the things I had to overcome with my writing in hopes of offering some relief to other graduate students who are writing...a lot.

My struggle this year was using my voice while discussing my results in the broader scope of the scientific literature. When you're first learning how to write scientific/research papers, you're taught to cite everything! The fear of plagiarism is high, which often leads to frantically searching for references or developing a story from the papers you've read. But, as we're writing research papers, we're also encouraged to present novel, unique research. How do we join these two opposing ideas together? How do we cite enough without stifling original research?

I recently glanced over a book given to me to help think about these ideas—"They say/I say" by Graff and Birkenstein (2018). Their main point revolves around taking part in the "conversation" in academic or scientific writing, instead of just writing a literature review in our manuscripts. This doesn't mean to use conversational language in your writing, but rather it refers to the main topics that are currently being discussed in your field. We can introduce that conversation, whether it be reiterating something well-accepted, talking about ongoing debates, or bringing up specific controversies. This introduction helps to justify your research and sets up possible juxtaposition for your results. However, again, you don't want this to become a list, describing all the research and how it relates to each other. Remember your place in this "conversation". Present the information that's vital for the audience to understand the importance of your work, not everyone who has ever conducted research on your topic.

The next area where you have to become a part of the conversation is in your Discussion, and you have a few options when trying to use others' work to offset your own. Graff and Birkenstein (2018) give three main ways to do this: 1) disagree and explain why, 2) agree but with a difference, and 3) agree and disagree at the same time. These are great ways to formulate paragraphs in your Discussion, even if some arguments may be controversial. Speaking of which, if you're worried that someone is going to disagree with what you are saying, put it out there. Make that point before someone else can do it. Explain why people might object to the way you interpret your results. This may prevent negative reviews because you can present both arguments. However, don't downplay your work. Make sure you aren't actually poking holes in your argument, but entertaining others' ideas. It's much harder to upset your audience if you're amenable to their opinions.

My main take-home: if you have something important to say, and your results back up your conclusions, don't be afraid to come out and say it. You may not be able to cite someone that says the same thing, but that's what drives scientific understanding forward. I know much of what I'm saying is repetitive to what you may have heard before, but I believe it's helpful to really think about these ideas over and over again when you're writing. You may know what you're trying to accomplish, but have you critically thought about your writing lately? Or have you just been writing to finish a product? If you're interested in seeing some of the examples from Graff and Birkenstein (2018) on how to incorporate other research without downplaying all your hard work, it's available for check-out at the NDSU library.

Literature Cited

Graff, G. and Birkenstein, C., 2018. *They Say/I Say: The Moves That Matter in Academic Writing*. WW Norton & Company.



Katherine Kral
Range Science
PhD