



URCA

Undergraduate Research and Creative Activities

Volume 4, Issue 1

Fall 2012

What Is URCA?

URCA is a program designed to get undergraduate students more involved in research and creative activities. There are two ways in which students can participate in URCA: as Associates and as Assistants.

Associates: These are year-long positions in which a student designs his or her own research or creative activity project and then works with a mentor to see it through. Associates are required to attend monthly meetings and to present their scholarly work at the Spring Symposium. Associates earn a stipend and can also receive money for project-related equipment and travel. Typically 10 students are accepted into this program each year.

Assistants: These are semester-long positions in which students assist faculty with their research or creative activities. Assistants are not required to attend monthly meetings or present their work. Up to 80 students each semester may receive a stipend for being Assistants; however, each semester several students also participate as unpaid Assistants. It is also possible for Assistants to earn course credit for their participation.

Traditional Storybook Reading and eBook Reading



Dr. Brady's Spring 2012 Lab Team
Left to Right Mollee Pezold, Jamie Henderson, Megan Smith

For More Information:

<http://www.siu.edu/urca>
Dr. Laura Pawlow
lpawlow@siue.edu
615-650-2608

In academia, reading is the basis for everything — class discussions, research, acquiring new knowledge, etc. However, we are not born reading large, scientific tomes or statistics laden journal articles. We begin by reading stories with our parents. In the era of large scale technical advantages, the media of reading has changed quite drastically. Dr. Kathryn Brady and her URCA team —Jaime Henderson, Mollee Pezold and Megan Smith— knowing that “shared storybook reading provides children with rich linguistic input, and that certain aspects of storybook reading facilitate toddlers’ early language development,” studied the effects of an interactive electronic format on the reading experience. According to Dr. Brady: “We included 10 mother-child pairs in the study. Each pair read one ebook and one (different) traditional book. We videotaped the mother-child pairs, then Jaime, Mollee, and Megan transcribed and coded all of the interaction (both verbal and nonverbal). We are now examining the videos and transcripts to determine whether there are changes in the type of language used (questions vs. comments vs. commands), the amount of language used, and the complexity of the language. We will also compare the level of engagement in the story and the nature of the interaction (in terms of behavior) between the mother and child as they read.”



URCA

Undergraduate Research and Creative Activities

Volume 4, Issue 1

Fall 2012



2012-2013 URCA Associate,
Jamie Henderson

Dr. Brady's Lab cont'd

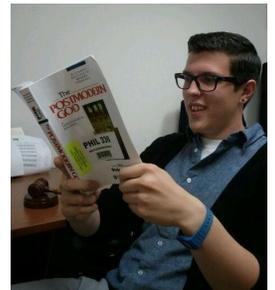
Jamie Henderson, now a senior in the Speech-Language Audiology program, and an URCA Associate, used her experience as an Assistant in Dr. Brady's lab to develop her own project. In her own research, Henderson "is examining the nature of the interaction between a speech-language pathologist (SLP), a Spanish-English interpreter, and a non-English speaking parent of a toddler who is being assessed for possible speech/language delay. Specifically, I am posing the question of whether training the SLP and Interpreter to work together changes (and/or improves) the interaction and the accuracy of the information obtained."

Henderson had this to say about her URCA experience and her mentor, Dr. Brady, "The URCA program offered me hands-on experience in current research within my field—an opportunity not usually granted until graduate school. Dr. Brady created a very collegial and enriching environment in which student researchers gained valuable knowledge relevant to the field of speech-language pathology from an expert, and the URCA Assistants were able to engage in many aspects of the research process. SIUE's URCA program has allowed me to maximize my undergraduate experience in Speech-Language Pathology and Audiology in a very rewarding way."

Featured Associate: Erik Zimmerman, Philosophy

Mentor: Dr. Matthew Schunke

"My current research deals with confronting a problem persistent throughout postmodern thought when thinking about religion and God. Postmodern thought asks how we can encounter God without turning God into a concept or construct that is based upon our own individual perspectives. My research is attempting to define a way in which God can exist as Love and yet remain outside of conceptualization. I am studying specifically Christianity, Islam, and Judaism to supplement my research. This research will hopefully continue to blossom into other projects focusing on the philosophy religion and philosophy of emotion."



2012-2013 URCA Associate,
Erik Zimmerman

Fall 2012

URCA: By the Numbers

Assistants: 156

Assistant Mentors: 91

Associates: 10

Associate Mentors: 9

Total URCA Participation:

266



What's New With URCA?

The SIUE URCA program was recently recognized in the Fall 2012 edition of the *Council on Undergraduate Research Quarterly*. Drs. Bill Retzlaff and Laura Pawlow co-authored an article about URCA students' work on various sustainability initiatives on campus. This photo of our campus's Student Success Center Green Roof was featured on the cover of the journal!