

The National Science Foundation

*The Alabama Louis Stokes Alliance for
Minority Participation*

FOURTEENTH ANNUAL
SUMMER BRIDGE PROGRAM
CONFERENCE



Carver High School

3900 24th Street North
Birmingham, Alabama 35207
July 8, 2005

Program Sites



*The University of Alabama
at Birmingham (UAB)*

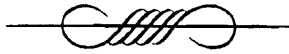


*Alabama State University
Montgomery, Alabama*

ALSAMP Summer Bridge Program Conference
July 8, 2005

AGENDA

8:15 a.m.	.....	Registration Auditorium Foyer
	<i>Continental Breakfast - Cafeteria</i>	
8:15 a.m. - 8:45 a.m.	.....	Students Set-Up and Display Projects Cafeteria
9:15 a.m. - 10:15 a.m.	.....	Opening Session Auditorium
Welcome and Introductions	.....	Dr. Louis Dale <i>Principal Investigator, Alabama LSAMP</i>
Musical Presentation	.....	Daniel Hudson <i>Bridge Student, UAB</i>
Summer Bridge Overview	.....	Dr. Carolyn Braswell <i>Director, Summer Bridge Program</i>
Introduction of Speaker	.....	Matthew Harris <i>Bridge Student, UAB</i>
Keynote Address	.....	Dr. Ellis Sykes <i>Vice President for Academic Affairs, Albany State University</i>
Presentation	.....	Brittany Leonard <i>Bridge Student, UAB</i>
10:15 a.m. - 10:25 a.m.	.....	Break
10:30 a.m.	.....	Essay Presentations
Presiding	.....	Dr. Carolyn Braswell
Introduction of Campus Essay Finalists:		
Alabama State University	.....	Mr. Elijah Nyairo <i>Site Coordinator</i>
The University of Alabama at Birmingham	.....	Ms. Leah Hutchison <i>English Instructor</i>
Musical Presentation	.....	Daniel Hudson



11:15 a.m. Photo Session

11:30 a.m. Lunch
Cafeteria

12:15 p.m. Afternoon Session
Auditorium

Presiding Dr. Carolyn Braswell

Musical Presentation Camelia Kennedy
Bridge Student, UAB

Presentation of Participation Certificates:

Alabama State University Dr. Wallace Maryland, Jr.
Principal Investigator

The University of Alabama at Birmingham Dr. Louis Dale

The Birmingham City Schools Mrs. Beverly Kimes
Mr. Spencer Horn
Directors, Birmingham City Schools

Presentation of Campus English and Mathematics Project Finalists:

Alabama State University Mr. Elijah Nyairo
Site Coordinator

The University of Alabama at Birmingham Ms. Leah Hutchison
Mr. Jesse Kelley
UAB Instructors

Conference Award Presentations Dr. Carolyn Braswell
Dr. Ellis Sykes
Dr. Louis Dale

English Poster Awards
Mathematics Poster Awards
Essay Awards
Best Oral Presentation

Closing Remarks Dr. Louis Dale

Photo Session for Award Winners Front Stage

Adjournment

*Appreciation is expressed to the many educators, administrators, staff, parents, and students
whose cooperation, hard work and support resulted in a meaningful and successful six- week program.*

The Alabama Louis Stokes Alliance for Minority Participation Summer Bridge Program

The Alabama Louis Stokes Alliance for Minority Participation (ALSAMP) Summer Bridge Program is sponsored by the National Science Foundation (NSF) through the Louis Stokes Alliances for Minority Participation (LSAMP) Program. The NSF LSAMP Program, directed by Dr. A. James Hicks, has as its goal to significantly increase the number of minorities receiving bachelor's degrees in science, engineering, and mathematics.

The Summer Bridge Program is designed to facilitate the transition of selected Alabama minority students from high school to identified Alabama LSAMP institutions where they have been admitted and have declared their major to be mathematics, science, or engineering. The program elements include the following:

1. *Academic Enrichment* - Participants take six hours of regular college courses in English and Mathematics.
2. *Weekly Seminars* - Students participate weekly in seminars designed to broaden their experience by introducing them to ongoing scientific research in a variety of disciplines and to minority graduate students working in related areas of science. In addition, participants attend general interest seminars covering such topics as "Time Management" and "Success in College".
3. *Career and Academic Counseling* - Participants are required to attend sessions on career opportunities in science, government and industry. One-on-one academic counseling is provided.
4. *Mentoring/Orientation* - A well-designed college orientation program is provided. Each participant is assigned a mentor who provides additional support and guidance during the summer.
5. *Field Trips* - During the summer, participants may visit points of interest such as the U.S. Space and Rocket Center, the Tennessee Aquarium, and the Birmingham Civil Rights Institute.

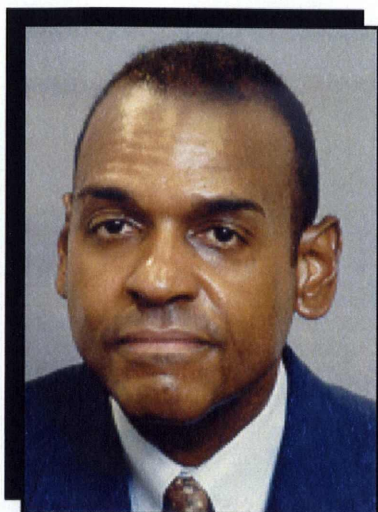
Advantages of the Summer Bridge Program include:

- Providing students entering the Alabama LSAMP institutions with a head start on college academics and campus life,
- Providing alliance institutions with an opportunity to retain more students by increasing the likelihood of success during the freshman year,
- Giving students an opportunity to build self-confidence before entering full-time college work, and
- Providing alliance institutions with an additional student recruiting mechanism.

Conference Speaker

Ellis E. Sykes, Ph.D.

Vice President for Academic Affairs
Albany State University



Dr. Sykes is currently Vice President for Academic Affairs at Albany State University. Prior to his appointment as Vice President, he served as Dean of the College of Arts and Sciences, Professor of Biology, Chairman of the Department of Natural Sciences, and Interim Dean of the College of Arts and Sciences.

He attended Morehouse College from 1964 to 1968, earning a Bachelor of Science in Biology, and the University of Georgia from 1969 to 1980, where he was awarded a Master of Science Degree in Botany, and a Doctor of Philosophy for his thesis on *Host-parasite Interactions in Aquatic Systems*; Environmental Science Concentration.

Dr. Sykes has served as Chairman of the Albany State College Science Research Training Program Committee, the Athletic Committee, the Financial and Physical Resources Committee, and the SACS Ten Year Review Committee. He has also held memberships in numerous boards and committees including the following: the Board of Directors of Albany State College Research Center; the Recycling Task Force Committee, Albany State College; the P-16 Teacher and Teacher Education State Subcommittee; the Co-Reform Forum, sponsored by the Georgia P-16 Network; Georgia P-16 Council; the Technical Review Committee (TRC) Marine Corps Logistics Base, Albany, GA; the Board of Directors of Albany Tomorrow, Inc.; and the Savannah River Environmental Sciences Field Station Committee.

His honors and awards include: National Urban League Summer Fellow (1975); MARC Faculty Fellowship (1977-80); Ecology Class Appreciation Award (1986); Graduate School Research Excellence Award (1986); Outstanding Merit Award, Design and Implementation of Computer Assisted Instruction; National Role Model Mentor Award (2000), and Minority Access, Inc. He is a member of the Mycology Society of America, the Society of the Sigma Xi, and the National Teachers Association.

His public service record includes: the Dougherty County Science Textbook Adoption Committee Member (Secondary Schools 1988, 1993, 1997); Consultant to Terrell High School; Science SACS Review Chair (1996); Consultant to Dougherty High School; Science SACS Review Co-Chair (1996); Science Fair Judge, St. Teresa's Catholic School, Albany, Georgia (1998); and member of the 100 Black Men of America, Albany State University Chapter (1998).

He has received the following grants: Minority Access to Research Careers (Honors Undergraduate Training Program) National Institute of General Medical Sciences, (1988-1992; 1993-1998); Toxic Communications and Assistance Project, Mott Foundation, (1988-1992); Minority International Research Training Program, National Institutes of Health, (1993-1994); Women and Minority Participation in Graduate Education Program, Department of Education (1994, served as Mentor); Environmental Awareness Program, Ford Foundation (1991-1993); National Aeronautics and Space Administration HBCU Research Consortium Scholars (1996-Present); and Historically Black Colleges and Universities Undergraduate Program, National Science Foundation (1999-2004).

Summer Bridge Program Participants

The 2005 Summer Bridge Program involved thirty-nine students at two sites: Alabama State University and The University of Alabama at Birmingham.

Alabama State University

<i>Name</i>	<i>Intended Major</i>	<i>Intended College</i>
Michele Butler	Biology	The University of Alabama
Sedric Clayton	Mathematics	Auburn University-Montgomery
Catoya Hale	Psychology	Tuskegee University
Quenisha Jackson	Mathematics Education	Tuskegee University
Fredrica Johnson	Pre-Med	The University of Alabama
Cashunta McKeithen	Biology	UAB
Laquonda Nobis	Chemistry	Auburn University
Bettina Pitts	Biology	Auburn University
Michael Provitt	Sports Medicine	UAB
Willie Purifoy, Jr.	Mechanical Engineering	Auburn University
Adrienne Taylor	Biomedical Engineering	UAB or Alabama State University
Janae Varner	Mathematics	Alabama State University
Michael Wright	Mathematics	Alabama State University

The University of Alabama at Birmingham

<i>Name</i>	<i>Intended Major</i>	<i>Intended College</i>
Patrick Chatman, II	El. & Comp. Engineering	The University of Alabama
Yeipyeng Datiri	Biology/Pre-Optometry	UAB
Jamelia Edison	Pre-Med/Psychology	UAB
Tracy Ejem	Nursing/Biology	UAB
Justin Fancher	Chemistry	Tuskegee University
Rachel Kelly	Biology/Pre-Med	The University of Alabama
Brittany Leonard	Biochemistry	UAB
E'lana Shuford-Hopkins	Biology	UAB
Tamela Washington	Biology	Tuskegee University
Bridgette Williams	Biology/Pre-Med	Tuskegee University

Birmingham City Schools

<i>Name</i>	<i>Intended Major</i>	<i>Intended College</i>
Tiffany Bruss	Biomedical Engineering	UAB
Whitney Bryant	Nursing	UAB
Stanley Crawford	Architecture	Auburn University
Barbara Gratton	Nursing	UAB
Matthew Harris	Computer Science	The University of Alabama
Mildred Heard	Mathematics	UAB
Daniel Hudson	Computer Engineering	UAB
Donald Hutchinson	Computer Science	Tennessee State University
Camelia Kennedy	Biochemistry/Music	Spellman College
JeShonda King	Nursing	Tuskegee University
Royia Marsh	Computer Science	The University of Alabama
Jimmie Moore	Electrical Engineering	Tennessee State University
Brittany Saxton	Science Education	UAB
Calvin Sims	Engineering	Tennessee State University
Christopher Smith	Physics	University of Alabama in Huntsville
Karla Turner	Engineering/Science	Fisk University

Summer Bridge Program Leadership

Alabama State University

Program Director

Dr. Wallace Maryland, Jr.
Chair/Professor
Department of Mathematics and
Computer Science

Faculty

Mr. Clinton Maryland
Instructor of English
Advancement Studies

Mr. Bernard Frye
Adjunct Instructor
Department of Mathematics

Site Coordinator

Mr. Elijah Nyairo
Instructor of Chemistry
Department of Physical Sciences

The University of Alabama at Birmingham

Faculty

Ms. Leah Hutchison
Instructor
Department of English

Program Director

Dr. Carolyn Braswell
Assistant Vice President for
Equity and Diversity

Faculty

Mr. Jesse Kelley
Instructor
Department of Mathematics

Alabama Louis Stokes Alliance for Minority Participation

Project Director

Dr. Louis Dale
Vice President for Equity and Diversity
The University of Alabama at Birmingham

Co-Project Director

Dr. Carolyn Braswell
Assistant Vice President for Equity and Diversity
The University of Alabama at Birmingham

Birmingham City Schools Urban Systemic Program

Project Director

Mrs. Beverly Kimes
Director of Mathematics

Co-Project Director

Mr. Spencer Horn
Director of Science

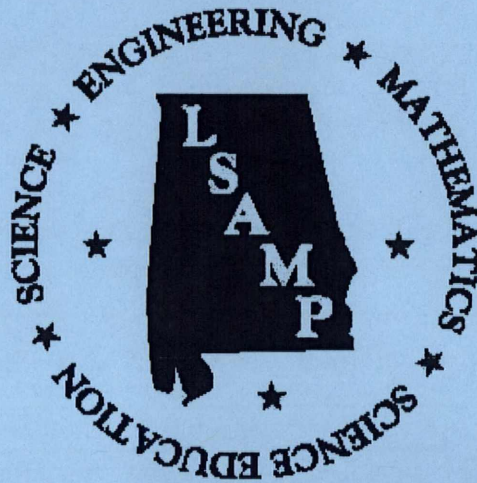
The Alabama Louis Stokes Alliance for Minority Participation Summer Bridge Program is supported by a grant from the National Science Foundation.

Dr. Arden L. Bement, Jr., *Director*
Dr. Bernice T. Anderson, *Acting Division Director*

Dr. Donald Thompson, *Acting Assistant Director*
Dr. A. James Hicks, *Program Director*

*Alabama Louis Stokes
Alliance for Minority Participation*

FOURTEENTH ANNUAL
SUMMER BRIDGE PROGRAM
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ESSAY AND POSTER TITLES

*Carver High School
Birmingham, Alabama*

July 8, 2005

Sponsored by The National Science Foundation

Alabama Louis Stokes Alliance for Minority Participation Phase III

The under-representation of minorities in the science, mathematics, engineering, and technology workforce is still a national problem ten years after the National Science Foundation (NSF) initiated the Louis Stokes Alliances for Minority Participation (LSAMP) Program. By all accounts great progress has been made, but not enough to turn the problem around. As one of the six oldest National Science Foundation (NSF) Alliances in the nation, Alabama has been in the forefront of efforts to increase the quantity and the quality of underrepresented minorities receiving baccalaureate degrees in science, mathematics, engineering, and technology (SMET) fields. Many of the Alabama Alliance's programs have been replicated by other alliances. The Alabama Louis Stokes Alliance for Minority Participation (ALSAMP) began in 1991 with a baseline of 431 minority SEM undergraduate degrees and reached a peak of 979 in 1999, a 127% increase. The baseline minority SEM enrollment for ALSAMP is 3,301. The minority SEM enrollment for the 1999-2000 academic year is 5,876, a 78% increase. These are indicators of success for ALSAMP Phase I and Phase II.

The ALSAMP Phase III proposal is designed to:

- a) Sustain the B.S. Degree production levels and student retention rates specified as Phase II goals, and
- b) Define a baseline level of and commitment to a significant increase in the number of previous, current, and future baccalaureate recipients entering either a SMET graduate program or a graduate program in teacher education.

Thus, the project approach for LSAMP will involve sustaining and institutionalizing current LSAMP Phase II activities and the implementation of new LSAMP Phase III activities as given in the chart below.

Programs to be Sustained and Institutionalized	New LSAMP Phase III Programs
LSAMP Summer Bridge Program	GRE Preparation for All Students
LSAMP Scholars Program	Undergraduate Research for All Students
Summer Research Internship Program	GRE Required for All LSAMP Students
LSAMP Graduate Bridge Program	Increase Number of SMET Students Entering Graduate School through Tracking Effort
SEM Student Mentoring Program	
Drop-In Centers/Cooperative Learning	Intensify Recruitment of Technology Students
Summer Research Conference	Increase Collaboration with Other Programs
Publication of The National LSAMP Magazine	National LSAMP Publication in Phase III Budget

The major portion of the Phase III budget will support these new programs. Consequently, the Phase II programs will be sustained by cost – sharing from participating institutions, support from private sources, and institutionalization. During the next five years, LSAMP will define a baseline level of and commit to a significant increase in the number of baccalaureate degree recipients entering either a SMET graduate program or a graduate program in teacher education. This effort will involve preparing students for success in graduate school and placement in a graduate school of choice. Students will be tracked through graduate school by means of the **LSAMP Success Link Program** and a graduate student database will be maintained by the Alliance.

Collaboration with other NSF programs will be increased substantially, particularly with the NSF Alliances for Graduate Education and the Professoriate Program and the NSF Urban Systemic Program. Program activities will be disseminated through the publication of the National LSAMP Magazine and a full-time program evaluator will be appointed to oversee assessment and evaluation activities.

Summer Bridge Program Project Information

A. Summer Bridge Program Essay

Each Alabama Louis Stokes Alliance for Minority Participation (ALSAMP) and Birmingham City Schools Summer Bridge Program participant was required to write an essay on his/her experience in the program. The student selected the title and subject of the essay. The essay was part of the English course requirement and graded as such.

The top three essays from the Summer Bridge Program sites were selected and entered in the Summer Bridge Conference Essay Competition. The first, second, and third place winners of the competition are honored at the Conference.

B. Poster/Project

Each participant was required to make two posters/projects, one related to English and one related to Mathematics. The student decided the title and subject of each poster/project. The posters/projects were part of the English and Mathematics course requirements and graded as such.

The top three posters/projects from each Summer Bridge Program site were selected and entered in the Summer Bridge Conference Competition. The first, second, and third place winners of the competition are honored at the Conference.

C. Faculty

English

Mr. Clinton Maryland
Instructor
Department of English
Alabama State University

Ms. Leah Hutchison
Instructor
Department of English
The University of Alabama at Birmingham

Mathematics

Mr. Bernard Frye
Adjunct Instructor
Department of Mathematics
Alabama State University

Mr. Jesse Kelley
Instructor
Department of Mathematics
The University of Alabama at Birmingham

Essay Titles

Alabama State University

Michele Butler	<i>An AMPlifying Experience</i>
Sedric Clayton	<i>Follow the AMP Bridge Road</i>
Catoya Hale	<i>The AMPlitude of My Experience</i>
Quenisha Jackson	<i>Bridging the Gap</i>
Fredrica Johnson	<i>Bridging the Gap: An AMP Experience</i>
Cashunta McKeithen	<i>How the AMP Program Changed My Life</i>
Laquonda Nobis	<i>Attempting My Plans</i>
Bettina Pitts	<i>The Impact LSAMP Has Played on My Future</i>
Michael Provitt	<i>Connecting High School to College</i>
Willie Purifoy	<i>How AMP Prepared Me for the Future</i>
Adrienne Taylor	<i>The AMPlified Student</i>
Janae Varner	<i>Preparing for College: My AMP Experience</i>
Michael Wright	<i>Opportunities Presented Is AMPortunities Galore</i>

The University of Alabama at Birmingham (UAB)

LSAMP

Patrick Chatman, II	<i>The Missing Link...Found: A Bridge of Transition</i>
Yeipyeng Datiri	<i>The Great Transition: Would It Be Any Different</i>
Jamelia Edison	<i>Been There...Done That</i>
Tracy Ejem	<i>Growing Pains Hurt</i>
Justin Fancher	<i>The First Six Weeks of the Rest of My Life</i>
Rachel Kelly	<i>Bridging the Gap</i>
Brittany Leonard	<i>Experience</i>
E'lana Shuford-Hopkins	<i>Get Up, Get Out, Get Moving</i>
Tamela Washington	<i>My Past, Present and Future</i>
Bridgette Williams	<i>A New Journey Begins</i>

Essay Titles (continued)

Birmingham City Schools

Tiffany Bruss	<i>Responsibility Wanted: If Found, Personal Gain, Self-Independence and Acquired Self-Respect Will Be Rewarded</i>
Whitney Bryant	<i>Building Summer Bridges</i>
Stanley Crawford	<i>A Living Humanitarian and Black American Leader</i>
Barbara Gratton	<i>Building the Bridge to Perfection</i>
Matthew Harris	<i>A Change in the Weather: The Transition from High School to College</i>
Mildred Heard	<i>Changing Gears: The Transition from High School to College</i>
Daniel Hudson	<i>The Turning Point</i>
Donald Hutchinson	<i>The Golden Gate Bridge to Success</i>
Camelia Kennedy	<i>From Inception to Maturity: My Evolution</i>
JeShonda King	<i>A Epiphany of My Life</i>
Royia Marsh	<i>That Was Then, This Is Now</i>
Jimmie Moore	<i>Would the World Still Turn Without Me</i>
Brittany Saxton	<i>The Great Transition</i>
Calvin Sims	<i>The Transition: Leaving High School, Going to College</i>
Christopher Smith	<i>Singled Out.... Or Not</i>
Karla Turner	<i>Bridge Over Troubled Water</i>

English Poster Titles

Alabama State University

Michele Butler	<i>Beating the Odds: The Story of Ray Charles</i>
Sedric Clayton	<i>The Bill Cosby Show: Bill Cosby</i>
Catoya Hale	<i>Miles Davis: A Kind of Blue</i>
Quenisha Jackson	<i>Maya Angelou, Phenomenally a Woman: An Angel of Disguise</i>
Fredrica Johnson	<i>Malcolm X: An X-cerption</i>
Cashunta McKeithen	<i>Denzel Washington: Lights, Cameras, Action</i>
Laquonda Nobis	<i>Josephine Baker: Heating Up the Main Stream</i>
Bettina Pitts	<i>The Legendary Works of Countee Cullen</i>
Michael Provitt	<i>Shawn C. Carter: His Way Out</i>
Willie Purifoy	<i>Nat Turner: Denying Slavery</i>
Adrienne Taylor	<i>Colin Powell: The Right Hand of the President</i>
Janae Varner	<i>Zora Neale Hurston: Novelist, Folklorist and Anthropologist</i>
Michael Wright	<i>Movie'ng into the History Books, One Movie at a Time: The Works of Spike Lee</i>

The University of Alabama at Birmingham (UAB)

LSAMP

Patrick Chatman, II	<i>A Man of the Skies: A Tuskegee Airman Story</i>
Yeipyeng Datiri	<i>Mary McLeod Bethune: A True African-American Educator</i>
Jamelia Edison	<i>Fred Shuttlesworth: The Man in the Shadows</i>
Tracy Ejem	<i>Whitney M. Young, Jr.: The Militant Mediator</i>
Justin Fancher	<i>The People's Champ</i>
Rachel Kelly	<i>Curl up and Dye: The Story of Madame C.J. Walker</i>
Brittany Leonard	<i>The Root of All New Growth</i>
E'lana Shuford-Hopkins	<i>Dr. Ben Carson, MD: Gifted Hands</i>

English Poster Titles (continued)

Tamela Washington

Angela Davis: Acquitted of All Charges

Bridgette Williams

You Can Bank on It: How Charles Drew Influenced Society

Birmingham City Schools

Tiffany Bruss

A Forgotten Hero: The Life and Inspirations of Lieutenant Colonel Lee Archer

Whitney Bryant

Johnnie Cochran: Justice Is Served

Stanley Crawford

Bill Cosby: Pure Brilliance

Barbara Gratton

Ray Charles: Genius and Soul

Matthew Harris

Muhammad Ali: A True Champion of Black America

Mildred Heard

Condaleeza Rice: From Bombingham to the White House

Daniel Hudson

Mae Jemison

Donald Hutchinson

The Aftershock of Zora Neale Hurston

Camelia Kennedy

Dr. Patricia E. Bath: Opening the Eyes of America

JeShonda King

Stepping Over a Milestone: Marcus Garvey

Royia Marsh

Maya Angelou: The Known and Unknown

Jimmie Moore

The Life and Death of Medgar Evers

Brittany Saxton

Marian Anderson: Singing Through Oppression

Calvin Sims

Whoopi Goldberg: Made In America

Christopher Smith

Medgar Evers: Life in the Crosshairs

Karla Turner

The I.M.P.A.C.T. of Oprah Winfrey

Mathematics Poster Titles

Alabama State University

Michele Butler	<i>The Conic Sections: A Family of Curves</i>
Sedric Clayton	<i>Law of Sines</i>
Catoya Hale	<i>The Significance of Pascal's Triangle</i>
Quenisha Jackson	<i>Area Estimates by Monte Carlo Simulation</i>
Fredrica Johnson	<i>Exponential Functions and Credit Cards</i>
Cashunta McKeithen	<i>The Use of Vector Geometry in Virtual Reality Applications</i>
Laquonda Nobis	<i>Two Methods of Solving Vectors</i>
Bettina Pitts	<i>The Use of Boolean Logic in Designing Automation Control Circuits</i>
Michael Provitt	<i>The Pythagorean Theorem and Right Triangles</i>
Willie Purifoy	<i>Image Processing Matrix Algebra</i>
Adrienne Taylor	<i>Calculating Velocity via Mean Value Theorem</i>
Janae Varner	<i>Finding the Product of Matrices</i>
Michael Wright	<i>Determining the Half-Life for a Radioactive Element: An Exponential Function Formula</i>

The University of Alabama at Birmingham (UAB)

LSAMP

Patrick Chatman, II	<i>X and Y: Not Just Letters in the Alphabet</i>
Yeipyeng Datiri	<i>Pascals Triangle: It All Adds Up</i>
Jamelia Edison	<i>Kinematic Equations: Keep the Ball Rolling</i>
Tracy Ejem	<i>Newton's Difference Quotient and Its Everyday Relativity</i>
Justin Fancher	<i>Falling Numbers: Acceleration and Free-Fall</i>
Rachel Kelly	<i>Mathematics in Architecture</i>
Brittany Leonard	<i>Applications of the Pythagorean Theorem</i>
E'lana Shuford-Hopkins	<i>The Derivation of Euler's Formula</i>

Mathematics Poster Titles (continued)

Tamela Washington

From 0 to 2 π : The Path of the Unit Circle

Bridgette Williams

Heron's Formula and Its Applications to Triangles

Birmingham City Schools

Tiffany Bruss

The Applications and Functions of L' Hospital's Rule

Whitney Bryant

Hip-Hip Hooray~! Hipparchus and Trig Ratios

Stanley Crawford

The Relationship Between Basketball and Math

Barbara Gratton

Sizing It Up Internationally: Clothing USA versus World

Matthew Harris

Choosing the Winning Team: A Cross Between Probability and Basketball

Mildred Heard

Mathematics in Roller Coasters: What Goes Up, Must Come Down

Daniel Hudson

The Relationship Between Playing Pool and Mathematics

Donald Hutchinson

The Application of Trigonometry in Music

Camelia Kennedy

The Dynamics of Fashion: Digits and Design

JeShonda King

The Universe of Mathematical Triangles: Care to Enter

Royia Marsh

To Be a Parallelogram or Not to Be

Jimmie Moore

Dormitory Electrical Wiring Cost and Probability

Brittany Saxton

Math and Banking: Amortization and Interest Rates

Calvin Sims

A Piece of Cake: Fractions

Christopher Smith

Geometry on the Red Planet

Karla Turner

Math-letics: The Athlete's Foot

Preliminary Competition Winners

Alabama State University

Essay

1. Catoya Hale
2. Quenisha Jackson
3. Laquonda Nobis

English Poster

1. Willie Purifoy, Jr.
2. Michele Butler
3. Laquonda Nobis

Mathematics Poster

1. Cashunta McKeithen
2. Michele Butler
3. Quenisha Jackson

The University of Alabama at Birmingham

Essay

1. Camelia Kennedy
2. Christopher Smith
3. Mildred Heard

English Poster

1. Justin Fancher
2. Karla Turner
3. Matthew Harris

Mathematics Poster

1. Patrick Chatman, II
2. Jimmie Moore
3. Donald Hutchinson

2004 Summer Bridge Program Conference Winners

Best Oral Presentation - Kalonda Johnson

Essay

1. Stephanie Perkins
2. Tarrell Ezell
3. Kalonda Johnson

Honorable Mention
Kenneth Muthuri

English Poster

1. Jamelia Jackson
2. Lenese Grant
3. Marcus Coleman

Mathematics Poster

1. Christopher Conaway
2. Alicia Kindred
3. Jason Ingram

Birmingham City Schools



Superintendent

Wayman B. Shiver, Jr., Ph.D.

Board Members

District 1
Martha J. Wixom

District 2
Virginia S. Volker

District 3
Mike Higginbotham

District 4
Carolyn H. Cobb

District 5
Dr. Dannetta K. T. Owens

District 6
W. J. Maye, Jr.

District 7
Odessa R. Ashley

District 8
April M. Williams

District 9
Phyllis F. Wyne

Administration\Departments

Dr. Claudia J. Williams
Curriculum & Instruction Officer

Mrs. Beverly Kimes
Director of Mathematics

Mr. Spencer Horn
Director of Science

Alabama Louis Stokes Alliance for Minority Participation

Principal Investigator

Dr. Louis Dale
Vice President for Equity and Diversity
The University of Alabama at Birmingham

Co-Principal Investigator

Dr. Carolyn Braswell
Assistant Vice President for Equity and Diversity
The University of Alabama at Birmingham

Partner Institutions

Alabama A&M University
Dr. Jerry Shipman

Alabama State University
Dr. Wallace Maryland, Jr.

Auburn University
Dr. Overtoun Jenda

Miles College
Dr. Bernice Coar-Cobb

Oakwood College
Dr. Kenneth LaiHing

Stillman College
Dr. Charlotte Carter

Talladega College
Dr. Leonard Cole

Tougaloo College
Dr. Joseph Russell

Tuskegee University
Dr. Shaik Jeelani
Dr. Herman Windham

The University of Alabama
Dr. Viola Acoff

The University of Alabama in Huntsville
Dr. Adriel D. Johnson, Sr.

Alabama State University Summer Bridge Program Site

Program Director

Dr. Wallace Maryland, Jr.
Chair/Professor
Department of Mathematics
and Computer Science

Faculty

Mr. Clinton Maryland
Instructor of English
Advancement Studies

Mr. Bernard Frye
Adjunct Instructor
Department of Mathematics

Site Coordinator

Mr. Elijah Nyairo
Instructor of Chemistry
Dept. of Physical Sciences

The University of Alabama at Birmingham Summer Bridge Program Site

Program Director

Dr. Carolyn Braswell
Conference Director
Office of the Vice President for
Equity and Diversity

Faculty

Ms. Leah Hutchison
Instructor
Department of English

Faculty

Mr. Jesse Kelley
Instructor
Department of Mathematics

Mildred Heard

EH 101

Ms. Hutchison

June 17, 2005

Changing Gears: My Transition from High School to College

It's 3:42 in the morning, and I am still up re-typing this ad analysis paper for my English class. I thought the procrastinating part of me from my high school years was rubbing off, but I guess not. Well, it has a little since I've started the Alabama Louis Stokes Alliance in Minority Participation (ALSAMP) Summer Bridge Program. College life is like a fast-paced lane in traffic and the Summer Bridge Program is the car given to me to make the journey from high school to a successful college career. There's only one problem: the car is a manual and I'm an automatic kind of girl. In my high school years, it took me awhile to do things, and I always put things off till the last minute. My senior year was like jumping in the car, starting the engine and driving off. I did enough to get a passing grade. Even though it's just been a little over two weeks, the Bridge program has shown me that college is more than a passing grade.

I first started this journey a little less than a week after my graduation.

I sped up, changed to first, and crossed over to the lane leading toward the bridge I would be taking to get to college life. My first "pit stop" was moving out of my mother's house. I was excited to leave. I've shared a room with my little sisters for as long as I can remember, so this bit of freedom was well deserved.

I had trouble getting up to the annoying sound of the alarm clock instead of my mother's voice but I've gotten used to it. I dragged the first day of class. It was easy

getting ready; I had planned what I needed to do before the night before. Cooking was not an option this early in the morning, so I knew the snack machine would be my source of food at 7: 25 in the morning. I left the dorm 30 minutes early, making sure I wasn't late for class. Being tardy didn't result in an after-school detention or an in-school suspension like it did at Ramsay; instead it consisted of thirty dollars being deducted from the reward we got for participating at the end of the program. That's Dr. Louis Dale's policy. It's all about being punctual. Dr. Dale is president of the program. He is a very strong African American male; he gives back to his community as others often state they will do.

Slowly, I'm switching into second, driving smoothly to my classes of the days.

I'm not the writer that I have the potential to be, so English was a lot harder than the high school English I was taking last year. The class is assigned a paper every week, which is extremely hard for me because it's hard for me to put all my ideas in order. Ms. Hutchison is a great teacher. Her humor makes the class go by a whole lot quicker. After EH101, I take a nap for that hour and a half or two hour break then it's off to Math class. Math class really threw a stop sign in my way. I had just gotten out of Calculus my senior year, so I just knew Pre-Calculus was going to be a breeze. WRONG. Someone would have thought I was coming out of Pre-Algebra instead of Calculus by the way I looked at Mr. Kelly when he started talking numbers. As Mr. Kelly would say, "We need to grow," and the Bridge program is doing exactly that. It's helping me grow to be the responsible adult that my mother has raised me to be since my toddler days when I learned right from wrong. My sisters have told me college professors are not going to baby feed me my

lesson. Now I know and need to step my game up and study as much as possible so I can refresh my memory in Math class.

After class, my new friends and I have a study section for the two classes before we enjoy the rest of our day. The program has opened the door for me to meet new people, whether they are in the program or undergraduates at UAB. I couldn't ask for better new friends. My friends care for me and want to see me succeed. Why else would I be up at almost four in the morning typing a paper? Yes, you guessed it. They dragged me out of the bed because they found out I didn't have it revised.

As I am sitting here, trying to finish this paper, I think about what some of the other seniors of Ramsay are doing with their summer and realize I am very lucky to be in this program. While others are just working their summers away to buy irrelevant things, I am furthering my education, meeting new people, and becoming a strong and responsible college student. The LSAMP Summer Bridge Program has to have been the best thing to ever happen to me, and I am glad I have had the chance to experience it.

Christopher W. Smith

EH 101

Ms. Hutchison

June 17, 2005

My View

As I look out over my balcony and gaze over the backdrop of Red Mountain, I scan the horizon and mark the different landmarks. As I look west to east across 10th Ave., I notice a rather old-looking structure. Though the architecture is extremely dated when compared to Blount and Rast halls, it does not show any signs of dilapidation or disrepair. Of course, I immediately recognize the structure; I spent the last four years of my life there. As I gaze upon the school on the hill I realize that although I am only several blocks away, I am in an entirely different world. I am on a college campus in a college dorm. I am supposed to go to class, but no one will miss me if I neglect to show up. I am supposed to study some math and write papers, but no one will notice if I quit; as Dr. Dale ^{so ~~to~~ Uehemently} pointed out, the UAB staff is getting paid regardless.

I ride to my first class in my friend's ^{Steal-grab} black Honda Accord, or rather, try to find a parking space; I take in the enlivenment around me. On one block there are buildings that house great academic minds writing intellectual papers and carrying out various research endeavors that may one day change any and all facets of life; the next block, La Cocina and Club Chaos. I can engross myself in any of these. The very thought of this is enough to blow one's mind. Finally we

find a spot. As we pull in, straighten out, and grab our books, we realize that the lot we parked in is only about a block closer to our destination than our dorm was before we wasted all that gas. We then found our way to Campbell Hall. Now that I am a Ramsay alumnus, this building, like many at UAB, is no stranger to me. I had endured countless seminars and lectures and engrossed myself in many experiments and demonstrations; this time was different. It may have just been the quick change from the hot, musty Alabama June weather to the briskly air-conditioned corridor, but as soon as I walked in it was as if an entirely new aura had taken over the building. I was no longer a guest to the University taking advantage of a high school community outreach program; I was a student, not only a student, but a student who was being paid to excel.

After a first day of stoic realizations as to how much work I was about to be engulfed in, my dorm started to look more and more like home. In fact, it didn't take any time at all for me to drift away from my old abode and slide into my comfy niche at Camp Hall. I've got a kitchen, bed, bathroom, computer, TV across the hall, and most of my other junk from home. What more could I possibly want? Then I realize that just because I have a stove and refrigerator does not mean that I have the food to go with it; but I survive just like everyone else. The bed is comfortable, but it by no means rivals my queen sized water bed, the one I found at a yard sale many years ago that I had grown accustomed to. I quickly give way to my exhaustion. Almost immediately after that I am resurrected by the brashly annoying noise of my alarm clock signifying that it is time to work through another day. I turn on the coffee pot and walk towards the

balcony; my eyes are drawn towards that structure on the city's southern border.

I can't help but think.

Camelia Kennedy

EH 101

Mrs. Hutchison

June 17, 2005

From Inception to Maturity: My Evolution

“I’m going to sue for false advertisement! Now, Parisian knows this is not a jumbo suitcase,” I thought to myself. “How in the world will I fit my closet in this supposedly extra-large bag?” As I pack, I am interrupted by my mother, who informs me that I can’t pack my room. Who would have known I couldn’t pack that! It’s a jumbo suitcase, right?! I didn’t want to admit that she was right and that the majority of my prized junk had to go, unless my roommate would be sleeping on the ceiling.

My heart was racing with anticipation as I walked in room 101 in the 15th street classroom building for Orientation. This was the day before I began college classes, the day before the one week anniversary of my graduation, and practically the day I’ve been working hard for and aiming toward my entire life. Maybe my heart was racing so because I couldn’t find the building, or because my sister whipped into a parking spot at about 40 mph. Maybe the fact that I was late and irritated played a small role. Whatever the case, my heart was still pounding.

I will never forget how I felt looking around the room at Orientation and seeing no familiar faces. I had no bond with anyone, and everything was totally fresh and new. What’s fresh meat? Well, I understood and felt what it was that day. I had to start all over from scratch, and I had no clue as to what was in store for me or what to expect. I sat there, just thinking, trying to predict what my experiences would be, what the people I

would meet would be like, and who I would be sharing a space with. My thoughts were interrupted as Orientation started. "You are no longer with your mommas, you have to take care of yourself and be responsible," informed Dr. Dale, President of Equity and Diversity at the University of Alabama at Birmingham. "If you act up you're going home; if you break something, it's coming out of your check, and if you're late for class or decide not to show up, it's thirty dollars!" As I sat there processing the information I learned, I found it very difficult to process that 8:00 a.m. class. I thought, "Whoever decided that an 8:00 a.m. class would be a good time for any college student, at any college – I really need to engage in a very serious conversation with them. Maybe even skip the words, or better yet make them pay for my White Chocolate Mocha or Frappuccino from Starbucks that I was guaranteed to need on a daily basis.

After we were paired with roommates, I checked out my dorm and went on a last minute shopping spree for what would occupy my room thereafter. A week later, my first week of independence, my roommate yells, "Camie, it's 7:15 a.m., let's go." I dreadingly grab a yogurt, not accustomed to the routine yet, thinking, "I wish I were on the moon or something; then, I finally respond, "Okay, let's roll out." My roommate and I are extremely silly, so we have to wake each other up with humor in the morning; not to mention, we're each other's human bull horn. I'm not really accustomed to caffeine everyday, but since we both always need a huge boost of something every morning, it comes in handy to have the refrigerator full of just that.

Mariah Carey rings throughout our dorm room, and it's the weekend. My roommate steps out for a minute, and while I'm alone in the room, it finally hits me, around about 5:00 p.m., that I'm a college student. I look around my room, and this

feeling of independence and anxiety overcomes me. I am on a journey, a journey to my evolution, and only I can control where my final destination will be.

Sitting in my English class the next day, which is that dreadful 8:00 a.m. class, I realize how my high school experiences differ greatly from my college experiences. I no longer view things in closed form and am able to consider many possibilities, ideas, and areas. College life is freedom. Freedom to be whatever I want, do whatever I want, and choose the life I desire. There is no one pushing me to be responsible; my mother isn't here to clean my room and my father isn't here to run to my rescue when I scream for him to come and kill that big bug I see; I am alone and forced to be mature and become responsible. It's true; with maturity comes responsibility, and when much is given much is required. Whether I like it or not, in order for me to be successful and productive – I have to understand that. Having this epiphany has been a vital step in my transition from a high school mentality to the mature and very developed college mentality.

“Ma, I'm still going back to Parisian though. Maybe I can find that extra-large bag, a real one this time.” My mom smiles and shakes her head. What can I say, I love my junk, I guess my roommate at Spelman in the fall will be sleeping on the ceiling! It won't be too bad; she can have my bed when I leave.[↑] But I won't be gone before 8:00 a.m.!

Catoya Hale

English 131

June 28, 2005

Mr. Maryland

“The Amplitude of My Experience”

It was nearing the end of my senior year in high school when I first heard about the AMP Summer Bridge Program. I did not know much about the program except that it was a program designed to help minority students interested in pursuing a strong post-secondary education. Mr. Hann, a science teacher at my school, approached me about applying for the program. As I listened to all that the program would be offering, I became very interested. The program would provide me with the opportunity to take college courses for free and receive college credit in return. Along with college credit, I would gain the experience of college life and living on my own. After hearing all the benefits of the AMP program, I decided to apply. Then, one Saturday afternoon I received a letter notifying me that I had been selected to enroll in the program. And so, I began preparing to spend a portion of my summer break at Alabama State University. As a result, my participation in the ALSAMP program prepared me academically, socially, and mentally for college.

Much of my experience in the AMP program was dominated by the rigorous curriculum that was offered. Coming into the program I must say that I expected a lax academic atmosphere. I understood that we would be taught on the college level, but I didn't take into consideration what that actually entailed. The first day of classes proved all of my preconceptions wrong. As my fellow classmates and I walked into Trenholm Hall for orientation, we were greeted by Mr. Nyairo, the site coordinator. He then

proceeded to give us an overview of our schedule and activities. We would be required to take Pre-calculus 165 and English 131. After each student introduced himself to the class, a stern-looking man proceeded to introduce himself to the class. He told us that his name was Mr. Bernard Frye and that he would be responsible for teaching the Pre-calculus course. We then were guided to his class for our first lesson. Much of the lesson was a review of what I had learned in my previous years of high school math. However, the fast pace of Mr. Frye's teaching style overwhelmed me, and I wasn't quite sure that I could get used to it.

After Pre-calculus we had our English class. As we walked into the classroom, we were greeted by an elderly, gray-haired man who appeared to be in the middle of an enticing crossword puzzle. He peered over his glasses as if to observe each one of us as we took our seats. After everyone was settled, he stood and proceeded to tell us that his name was Mr. Maryland and what we would be learning in the course of the six weeks. The pace of Mr. Maryland's class was much more relaxed than Mr. Frye's, but the curriculum of his class was still demanding.

Managing time to complete assignments for both classes proved to be difficult at times. There were many occasions in which we were asked to turn in an essay the same day of an important math test. As the weeks passed, I became more responsible and learned to utilize my time wisely. Instead of talking on the phone or watching television, I studied for my tests and completed the assignments that were presented to me. I began to learn that college life could not be all fun; I had to learn to balance what I wanted to do with what I needed to do in order to be successful.

Although the AMP curriculum was challenging, there still was plenty of time to relax and enjoy the company of my classmates. The night I checked into my dorm room, I had the opportunity to meet a few of the other girls who were also participants of the program. All of them were very friendly, and I knew that there wouldn't be much drama among us. The next day at orientation I was introduced to more of my peers. They were students from all over Alabama. Some of them I had known before the program, but many of them I had met for the first time. We were all pretty quiet at first, but as time went on, everyone began to become more comfortable with one another. Trips to the mall for lunch, long hours in study hall and conversations in Mr. Maryland's class exposed each one of our personalities. Some of us were loud and out-spoken while others were more quiet and soft-spoken. However, we all managed to get along well with one another and we quickly became friends. Time spent in the AMP program provided me the opportunity of meeting so many different multi-faceted students with similar interests. The memories and friends I made here are a few benefits of the program that I didn't expect but was happy to be granted.

Another excellent benefit of the AMP program was the experience of living on my own for the first time. When I walked into the C.J. Dunn Tower, the dorm I would be staying in, I was surprised by how nice it actually looked. I expected to be staying in one of ASU's older female dorms. The fresh, light, open lobby was nothing like the musty, roach infested one I had imagined. As I traveled up the elevator to my room, I began to feel a little homesick. Then I found my room. As I swung open the heavy green door and saw the beige stucco walls and tiled floors, I began to miss my home even more. The room was decent and spacious, but it reminded me too much of a prison cell. It had all the

Haley

characteristics of a minimum-security prison, including heavy doors, bad lighting, and small windows. It was nothing like my room back home. Although I wanted to sulk and complain, I began to realize that part of college life was growing up and becoming an adult. No longer could I sit and whine about my problems, I had to use my own self-wit and knowledge to make situations better for myself. I learned to take responsibility for myself. I washed my own clothes, cleaned, and made sure that I woke up on time in the morning. Now that my mother and father were not around, I realized how self-sufficient I could be. The first two weeks of the program were very tough. There were times when I didn't have much money, and I had to substitute a McDonald's value meal with lunch in the cafeteria. There were even times when I was so frustrated that I just wanted to quit and go home. However, I stuck it out and came out a stronger individual. I know that in college there will be times when I just might want to give up, but my inner strength and drive to succeed in life will not allow me to do so. My completion of the AMP program provided me the opportunity to live on my own and learn to become a more self-sufficient young adult.

Initially, I didn't understand the impact the AMP program would have on my life. Aside from learning college courses, I learned a lot about myself. I learned the importance of prioritizing, hard-work and determination while making lasting friendships and meeting new people. I came into the AMP program looking to gain a few college credits and a little cash. However, I left having gained much more important and lasting lessons of life. For that, I am very grateful for having been a participant of the ALSAMP program this summer.

Queenisha Jackson
June 22, 2005

Bridging the Gap

After graduating from high school, there is a gap in every student's life. Every gap must be closed in order for that student toward progress to the future. One way to fill that gap is to build a bridge. A bridge is a structure built over an obstacle (in this case a gap) for use as a passageway. The Louis Stokes AMP Summer Program is that bridge for high school students who want to attend college. The AMP Summer Program closes the gap between high school and college, making it easier for students to adjust to college life.

I first heard about the AMP Summer Bridge Program through a recruiter who visited my alma mater St. Jude. This session was held in the cafeteria for juniors and seniors who were interested in maybe attending Alabama State University one day. I have never in my entire life wanted to attend ASU, but this session was held during my 2nd period class, Computer Applications II, so to relieve myself of boredom, I joined my fellow classmates in this session knowing that I was not interested. The session was brief, but near the end the recruiter mentioned something about a summer program at ASU. This all occurred in October and, I, being tired of school thought to myself, "What is wrong with this lady? She must be crazy thinking someone would actually go to school in the summer." The recruiter advised all seniors who desired to obtain a math or science degree to apply for this program. She talked about the AMP Summer Program as if her life depended on us attending this program. She talked on and on for what seemed to be hours. At that point, my attention was gone, and my mind was on everything except

Jackson, J

the recruiter. Then all of a sudden, I heard something about \$1200 and eight credits for college. Now she had my full, undivided attention.

After composing myself, I asked the recruiter, "Where do I sign up?" She looked at me with wide, bright brown eyes and a huge smile that covered her face. Then she said, "I am glad you asked." Not paying as much attention as I should have, I thought I heard her say that the participant must also attend ASU in the fall of 2005. I did not want to attend ASU, so I completely erased the whole session from my mind. I have had my heart set on attending Tuskegee University for several years. So months passed, and then my mother showed me an application for the Louis Stokes AMP Summer Bridge Program. I came to the realization that the participant was not required to attend Alabama State. Immediately I completed the application and put it in the mail. Weeks later, I received a letter stating that I had been accepted to be a part of the AMP Bridge Program on the campus of ASU. Here I am at Alabama State experiencing the AMP Program.

The purpose of the AMP Summer Bridge Program is to help graduating seniors who plan to attend a college or university make that transition from high school to the college life. As students in the AMP Program, we are required to take a math and English course for two hours a day, four days a week. Also, we are required to reside on campus for the duration of the program. At first, I was a little hesitant about the entire ordeal and the AMP Program itself. I was ecstatic to experience the college life as well as get \$1200 and eight credits that could be transferred to Tuskegee University. But at the same time, I had just graduated from St. Jude and had not had a break. This was the beginning of the end. I ended high school as well as began college at the same time.

May 30, 2005, marked the beginning of the end. Initially, I moved into C.J. Dunn Towers. C.J. Dunn Towers is a nice dormitory. I walked into this huge suite where I saw four doors, two doors on my right, one on my left, and one straight ahead. On the first door on my right, I saw the word "BA'TH." Evidently this was the bathroom. The bathroom had a white tiled floor with a shower, a toilet, and two sinks. Then the other three doors were labeled, 305A, 305B, and 305C. My destination was 305C. I entered the room, and to my amazement I saw a gigantic room when compared to the dorm rooms at Tuskegee University. In the room there were two of everything—two twin-size beds, two dressers, two desks, and two closets. So I chose what side of the room I wanted to sleep on and started to make my bed. Eventually my roommate came, but the night went by slowly because we did not have a television or radio. I then fell asleep since there was nothing to do. However, this was not a good sleep. I tossed and turned the whole night. The twin-size mattress was hard and unbearable. I guess I must get accustomed to sleeping on a bed such as this one.

The first day of classes was a breeze. The material that Mr. Fryc was covering I had previously seen in my high school Pre-Cal class. However, his teaching method is fast, new, and different. As days passed, Mr. Fryc's class was getting harder and harder. Day by day, I ask myself, "Why me, why did I sign up for this program?" Our first Pre-Cal test was on June 13th. This was the first math test that I was really worried whether or not I would actually pass. My Pre-Cal class is a part of the reason why I can not fully enjoy the wonderful experience that the AMP Program offers. Just being in Mr. Fryc's class for two weeks showed me that a major of mathematics is not for me. The second and final class that we take is English 131 taught by Mr. Maryland. Mr. Maryland's class

Sackson

is an enjoyable class. I guess anything can be enjoyable when compared to Mr. Frye's class. Mr. Maryland is a calm fellow and he just let things flow or take their course.

Any type of bridging program to help high school students make that giant leap to college is wonderful. The AMP Summer Bridge Program gives the participants a "head start" on college. Whereas other graduates of 2005 enter college as just freshmen, we will enter college as freshmen with eight credits under our belt and \$1200 in our pockets. Most importantly, AMP provides each participant with the opportunity of experiencing college life. College life is a part of the real world that we all must soon face. As a child, I thought college life was manageable and flexible. I thought two or three classes a day was nothing compared to high school where I took seven classes everyday. Little did I know! College life is the total opposite. It is difficult and time consuming. AMP has shown me this. This is my first time away from home living in a college dorm. Now, I am independent. I no longer need Mama and Daddy to hold my hand. AMP has presented me with a taste of what people call "life." Life is full of people who do not want you to succeed. AMP illustrates this fully whether it is a professor or other individuals that you deal with from day to day.

So far, the AMP Summer Bridge Program has opened my eyes and made me view life for what it really is. I have been awakened and I understand the essence of life. I now know that life and college will not be easy. AMP is a very beneficial program and high school graduates everyway should take advantage of such a great opportunity. Because of AMP, I will be fully prepared for life and especially college. AMP built the bridge that I needed to make the transition from high school to college. Now I can safely make that giant leap. Thanks AMP!

Laquonda Nobis
June 20, 2005
Mr. Maryland
English Composition

What AMP taught me?

On April 14, 2004, my AMP program application was on my computer desk, ready to be presented to a chemistry professor by the name of Dr. Nyairo the next day. The next day I walked to the faculty dining hall to look for a tall, dark man wearing glasses; which was the description I had just received from a lady who I met in the office of the science building. The description was too vague to distinguish this man among all of the tall dark men in the dining hall eating lunch that day. After one of the cooks pointed him out, I greeted the smiling man who was enjoying lunch with one of his co-workers. Once I had excused myself for interrupting his lunch, I gave him my application; then he said, "I'll make sure that you are accepted into this program. A few weeks later I received the information concerning my acceptance into the program. I knew that the program was perfect because it offered two classes, a pre-calculus and English composition course. May 31st was the first day of classes for this program, and I understood that my life might not ever be the same once this program was completed. My life has been different ever since this program began because it exposed me to the real world. During my few weeks of AMP, I was taught self-discipline so I could finish college successfully, I was taught essential mathematical and writing skills that have expanded my knowledge in both areas, and lastly I was taught that being socially involved can help me academically because I can enjoy myself while learning.

Living away from home without the supervision of my parents was different because they were not present to tell me to do my homework or not to stay out too late. Since AMP provided us with the benefit to live on-campus as independent students, away from the luxuries of home, we had to discipline ourselves to make wise decisions that would affect us in either a positive or negative way. For example, if we decided to go to the mall the night before a test and neglected to study, we probably would not do well based on our decision. Yes! Maybe everyone should know

Nokia-2

the wise choice to make would be to study for the test, but the temptation is very grave once it is presented. Doing my homework, studying for test, or going to class was no longer something I had to do because my parents would punish me. The program also disciplined me by teaching time management skills through a few seminars. Since we had two classes and three major projects that needed to be completed in six weeks, I was forced to use my time very wisely. I understood that after my math homework was completed, I needed to write my English paper and start my English project. The large amount of rigorous coursework this program presented quickly taught me how to manage my time and make wise decisions.

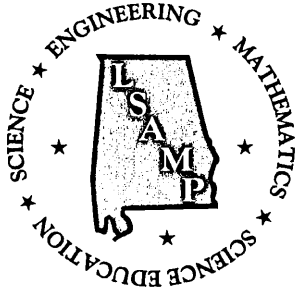
Secondly, the AMP program taught me much needed math and writing skills. Our pre-calculus instructor had a unique way of teaching every objective in his class so that we could understand. We were not dependent upon our graphing calculators to solve any equations or functions, but we learned to solve them step by step with "our own little calculator". Unlike high school, I actually put forth effort to learn every objective he taught in class; I learned things that did not interest me in high school, such as logarithms, hyperbolas, and compound interests formulas. Our instructor's attitude would not allow us to complete an objective without remembering what it was about. Our English class was different from math class because the instructor taught everything based on its relationship to everyday life. Our English instructor illustrated the relationship between an essay and a family tree; just like a family has to be started from a mom and a dad, an essay has to be started from a thesis statement. During my English class I learned the methods of writing, different writing styles, and ways grab the audience's attention with something he called a "fish hook". Both of the classes were instructed in very differently, but they helped us learn the same way.

Lastly, the most memorable part of my experience was the social life I had with twelve other young adults. There nine girls and four boys, whose personal characteristics ranged from loud and outspoken to quiet and soft spoken. When we were in study hall, we would help each other with homework and other assignments. Even though, we did our homework assignments;

Nobis-3

we were not perfect angels. I have never laughed some much in my entire life as I have with this group of kids; they actually made learning how to graph sine and cosine values fun. Of course, there were arguments; and the girls always argued against the boys. The fights were never serious because they only lasted for about two minutes, and then were laughing together again. I finally found a group of peers that were as dedicated as I was to learning, but also enjoyed having just as much fun.

I am glad I spent the last summer of my childhood learning how to be an adult. "What AMP taught me" was how to handle my new found freedom, no longer under the regulation of my parents. "What AMP taught me" was how to do any logarithmic or trigonometric function placed before me in the highest level math course. "What AMP taught me" was that being involved socially is never a burden. What else did AMP teach me? It taught me that could I LEARN the impossible, COUQUER the impossible, and BE the impossible.



Alabama Louis Stokes Alliance for Minority Participation

National Science Foundation • The University of Alabama at Birmingham (lead institution) • Alabama A&M University
Alabama State University • Auburn University • Miles College • Oakwood College • Stillman College • Talladega College
Tougaloo College • Tuskegee University • The University of Alabama • The University of Alabama in Huntsville

Louis Dale, Ph.D., Project Director

July 11, 2005

MEMORANDUM

TO: Dr. Art Hicks, *Program Director*
National Science Foundation

FROM: Louis Dale *LD*

SUBJECT: ALSAMP Summer Bridge Program

Dr. Hicks:

The Alabama Louis Stokes Alliance for Minority Participation Summer Bridge Program has concluded on a high note with thirty-seven (37) students participating in a six week program of academic achievement, guidance counseling, positive peer interaction and project competitions.

Enclosed for your information are documents detailing the program's activities:

1. Conference agenda,
2. Student poster titles, and
3. Top six essays.

Thank you for your interest and support in making this exciting and beneficial program available to Alabama's minority students.

LD/gc

Enclosures