

Welcome to my Cognition Lab at UNBC. First, I would like to thank you for showing interest in being part of my lab. My research interests cover a wide range of topics related to basic reading processes. For example, I am interested in the degree to which skilled readers rely on sight vocabulary and phonetic decoding processes, developing models of word recognition, and the neural correlates of basic reading processes (see Borowsky, Owen & Masson, 2002; Borowsky, Owen & Sarty, 2002; Owen & Borowsky, in press).

Your graduate school experience can be either a very exciting time or a very difficult time. In selecting a graduate school, you should be aware of the program requirements, and what it would be like to work with the supervisor you have chosen. The purpose of this letter is to let you know a bit about what it would be like to work with me as your supervisor.

Supervisor Philosophy

"Students are my treasures. I get great satisfaction from their accomplishments."

Professor Gordon Bower, Ph.D. (p. 51, Nov. 2002, APA Monitor)

As a supervisor, I strive to ensure successful graduate students will have the skills that are required for their future endeavors by providing students with research or instructional opportunities and appropriate advice/feedback. These skills include, but are not limited to, research and analyses, working with new technology, communication and writing, teaching, and mentoring new lab members. Encouraging your development as an excellent researcher is my primary goal. To this end, I will be supportive and constructively critical of your academic development.

To meet these goals, students can expect from me:

- ❑ Guidance in terms of personalizing your education (e.g., courses, research opportunities).
- ❑ Establishing a graduate committee within four months of starting your program.
- ❑ Assisting students in terms of procuring funding (e.g., UNBC TAships; NSERC PGS-A/B).
- ❑ Consulting in regards to the appropriateness and feasibility of proposed research programs.
- ❑ Assisting students in terms of their academic writing for external grants and research papers.
- ❑ Providing timely feedback on all written work (i.e., usually a day or two).
- ❑ Appropriate laboratory space and equipment.
- ❑ Allow for weekly research meetings and daily, informal meetings.
- ❑ Covering all publication costs (e.g., mailings, paper, etc.).
- ❑ Authorship will primarily depend upon the contribution made by each researcher. Authorship of collaborative projects will be discussed *prior to* the write-up phase.
- ❑ Prepare students for public presentations of their works at national/international conferences. Whenever possible, I will help students defray the conference costs when they present research.

My expectations of the student:

For course work, to:

- As per the graduate calendar, course work must be completed in a timely fashion.
 - M.Sc. should take about two years.
 - Ph.D. should take about three years.

For research, to:

- Actively read the pertinent research literature
- Attend regular research and supervisor meetings.
- Conduct self-directed research in consultation with myself and your graduate committee.
- Conduct at least two research projects a year (of course, this will depend upon the nature of the individual projects).
- Publish your research.
- Apply for external funding (e.g., NSERC). I will guide you through this process.
- Contribute to joint research projects with myself and my colleagues.
- Present research to the academic and scientific community at both local and national/international levels.

Other opportunities:

- Take advantage of the opportunities that are here at UNBC.
 - Diverse research collaborations
 - Breadth of education
- fMRI research (with colleagues in Edmonton and Saskatoon)
- I strongly encouraged Ph.D. students to teach a course or two before they graduate. I will provide course materials whenever possible and mentorship for your teaching experience.

One of the best ways to evaluate potential supervisors is to ask to talk to their graduate students. Being a new faculty member, I currently do not have any graduate students in my lab. However, a couple of my former graduate student colleagues have said they would be willing to talk to potential graduate students about what it would be like to work with me. Their e-mail addresses are listed below:

Graduate student colleagues:

Jonathan Fugelsang, Ph.D. (currently a post-doc at Dartmouth College, New Hampshire)

Jonathan.A.Fugelsang@Dartmouth.EDU

Tom Phenix, M.A. (currently finishing his Ph.D. at the University of Saskatchewan)

tphenix@hotmail.com

Hopefully, the above information gives you a sense of what working in my lab would be like. If you have more questions about my research, my laboratory, or the graduate program at UNBC, please feel free to contact me at (250) 960-6657 (W) or via e-mail at owenw@unbc.ca.

All the best in your search for a graduate school and graduate supervisor,

William J. Owen

Selected references:

- Borowsky, R., Owen, W.J., & Fonos, N. (1999). Reading speech and hearing print: Constraining models of visual word recognition by exploring connections with speech perception. *Canadian Journal of Experimental Psychology*, *53*, 294-305.
- Borowsky, R., Owen, W.J., & Masson, M.E.J. (2002). Reevaluating the diagnostics for phonological lexical access: When the pseudohomophone naming advantage becomes a disadvantage. *Memory & Cognition*, *30*, 969-987.
- Borowsky, R., Owen, W.J., & Sarty, G.E. (2002). The role of the left hemisphere in motor control of touch: A functional magnetic resonance imaging analysis. *Brain & Cognition*, *49*, 96-101.
- Owen, W.J., Blake, L., & Borowsky, R. (2003). Evidence for two reading routes: On the veridicality of word frequency and length effects as indices of sight vocabulary and phonetic decoding. Manuscript under review.
- Owen, W.J., & Borowsky, R. (in press). Examining the interactivity of lexical orthographic and phonological processing. *Canadian Journal of Experimental Psychology*.
- Owen, W.J., & Borowsky, R., & Sarty, G.E. (in press). fMRI of two measures of phonological processing in visual word recognition: Ecological validity matters. *Brain and Language*.