GRAD-SCHOOL SURVIVAL

**Building Blocks of Academic Papers** 
Kate Egerton
• Thursday, July 18, 1530–1630  
Room 151

Not sure how an analysis differs from an argument? How an introduction should be different from a conclusion? How a thesis statement differs from an abstract? Are you unclear about the role of alternative explanations, what goes in a bibliography, what to footnote other than sources, or the point and structure of a literature review? Come learn how the building blocks of academic papers fit together, making your papers more readable and complete.

**How to Give a Classroom Presentation**  
Michael Thomas
• Monday, July 22, 1300–1430  
Room 151

Most graduate students will, at some point, have to deliver an oral report. Knowing what to say and how to say it is a challenge. Here, you'll learn to forge a powerful presentation, penetrate to the core of your subject, and pull it off in style. We will identify the elements of strong and weak presentations, suggesting ways you can improve your own oral communication.

**Mastering Note-Taking and Time Management** 
Cheryldee Huddleston
• Monday, July 22, 1000–1130  
Room 151

You take notes and learn the subject matter, so why is it so difficult to communicate your knowledge during tests? And where does all the time go? Knowing a few key strategies can make all the difference. This workshop will provide you with winning techniques for studying more effectively, taking useful notes, preparing for exams, and performing better during tests; you'll also receive practical, step-by-step methods for a “time investment” daily schedule.

**Papers and Prompts**  
George Lober
• Wednesday, July 17, 1300–1400  
Room 151

You’ve just received a prompt for a class paper. You read it once, then twice, and still can’t figure out what you’re being asked to do or what kind of paper you’re supposed to write. Sound familiar? This workshop will identify types of papers you may be asked to write at NPS and offer strategies for decoding and understanding instructors’ prompts.

**Reading with Intent, Level I: Social Sciences and Business** 
Kate Egerton, Larry Shattuck, or Michelle Morneau
• Friday, July 12, 1300–1430  
GL-102
• Tuesday, July 16, 1730–1900  
King Hall
• Thursday, July 18, 1000–1130  
Room 151
• Monday, July 22, 1500–1630  
Room 151
• Tuesday, July 23, 1000–1130  
Room 151
• Wednesday, July 24, 1000–1130  
Room 151
• Friday, July 26, 1300–1430  
Room 151
• Monday, July 29, 1000–1130  
Room 151

So much reading, so little time! Learn and practice Dr. Zach Shore’s method of reading for argument at the graduate level in this workshop, tailored to social science and business fields. Dr. Shore’s “search and destroy” technique allows you to comprehend and synthesize an author’s arguments efficiently. Level I teaches the “search” half—how to quickly extract an author’s thesis and structure from an academic article. Though this method may take time to perfect, once you do, the payoff is high in terms of comprehension, time saved, and enhanced critical thinking skills. **Also, be sure to check out Reading with Intent Level II, which offers techniques for analyzing sources’ arguments.**
NEW! Reading with Intent, Level I:  Kate Egerton
STEM Fields
• Thursday, August 1, 1000–1130    Room 151

So much reading, so little time! Adapted from Dr. Zach Shore’s method of reading for argument at the graduate level, this new workshop is tailored to science, technology, engineering, and mathematics fields. Learn and practice reading techniques that allow you to comprehend and synthesize an author’s arguments efficiently. This workshop teaches how to quickly extract an author’s thesis and structure from an academic article. Though this method may take time to perfect, once you do, the payoff is high in terms of comprehension, time saved, and enhanced critical thinking skills. Also, be sure to check out Reading with Intent Level II, which offers techniques for analyzing sources’ arguments.

Technical Writing
Kate Egerton
• Tuesday, July 30, 1000–1130    Room 151

Are you more comfortable solving equations than drafting sentences? Come focus on the precise skills you need to write clear technical reports and theses. In this workshop, we will dissect a well-written report, decide what makes it effective, identify steps you can use to emulate its features, and review editing and proofreading strategies appropriate for technical writing.

Paraphrasing and Quoting
Sandra Leavitt and Greta Marlatt
Like a Pro
• Wednesday, July 24, 1500–1630  Room 151
• Thursday, August 1, 1300–1430   Room 151

You’ve all heard what you shouldn’t be doing: don’t violate the Honor Code, don’t plagiarize, don’t forget the rules of academic integrity. This workshop focuses on what to do to avoid these serious problems. We give you the skills to confidently incorporate others’ words, ideas, analyses, models, and images into your own writing. You will gain experience summarizing, paraphrasing, and incorporating quotations from source material.

Research Quickstart
Glen Koué or Kathy Norton
• Tuesday, July 16, 1200–1250    Room 151
• Wednesday, July 24, 1200–1250  Room 151

Develop your research skills and learn how to use the library search, library databases, research guides, Google Scholar, and more!

CRITICAL THINKING

Debating with Your Sources: Cheryldee Huddleston
They Say/I Say
• Tuesday, July 30, 1330–1500    Room 151

Do your academic readings make you feel like an outsider? Don’t remain an unheard voice in the wilderness: learn how to construct your paper as a “conversation with others.” In this workshop, inspired by the popular writing book They Say/I Say, you will learn through hands-on activities the methods that scholars use to engage in larger debates. Your readers will understand you better, and you will stand on equal footing with the writers in your field.

Reading with Intent, Level II
Jacob Stulberg
• Monday, July 15, 1300–1400      Room 151
• Tuesday, July 23, 1530–1630     Room 151
• Wednesday, July 31, 1000–1100   Room 151

Level II teaches the “destroy” half of Dr. Shore’s “search and destroy” technique. Learn how to critically examine a text for its strengths and weaknesses.
Writing Winning Arguments  Alison Scharmota
- Friday, August 2, 1300–1430  Room 151
- Tuesday, August 6, 1300–1430  Room 151

Academic writing is your entry into an ongoing conversation, respecting what has come before you while also observing weaknesses in previous arguments and adding and responding to those arguments. This workshop concentrates on how the form of papers—from introduction to conclusion—can aid the clarity of your ideas. Additionally, we review the logical nature of argument, including tips on identifying and avoiding common fallacies and also how counterarguments and rebuttals can strengthen your argument.

Unlocking the Brain: Tips For Writers’ Block  Cheryldee Huddleston
- Monday, August 5, 1200–1250  Room 151

Does the prospect of getting started on a paper feel daunting? You are not alone—every writer goes through this experience. In this panel, four seasoned writers present tips for turning chaos into calm and realizing words on paper. Participants are invited to take part in a free-flowing discussion on the topic. Bring your opinions, questions, and own lessons learned to this brown-bag event.

PLANNING AND ORGANIZATION

Beyond Brainstorming: How to Kickstart Your Paper  Chloe Woida
- Friday, July 19, 1300–1430  Room 151

Stumped when you face a blank page? Acquire tried-and-true techniques for starting a paper: brainstorming, clustering, concept mapping, pre-writing, and outlining. Master practical methods to clear the cobwebs and stare down that blank page. By trying out the various techniques during the workshop, you will discover which ones work best for you.

Organization: The Secret to Clear Writing  John Locke
- Monday, July 15, 1000–1100  Room 151
- Thursday, July 18, 1300–1400  Room 151

Academic or research-based writing is distinct from other forms of writing: our primary purpose is to describe knowledge, which, at the graduate level, is most likely to address the logical connections between ideas—a task that calls for structured writing. This workshop will introduce the basic techniques that produce readable papers—comprehensive introductions, topic sentences, and embedding structure in language—and effective tools for composition. You will learn a systematic process for learning and writing that will focus your effort where it counts the most.

MECHANICS, GRAMMAR, AND STYLE

Building Better Sentences, Level I  Colette O’Connor
- Thursday, July 25, 1000–1130  Room 151

If you daydreamed through the grammar lessons of your schooldays, take heart: through clear and simple explanations, we demystify terms and concepts that seasoned writers take for granted, focusing on enhancing sentence structure by defining sentence elements, patterns, and the active voice. Because Building Better Sentences focuses on making already correct sentences better, we recommend you take (or request materials for) the Mastery Series—Grammar, Punctuation, and Clarity and Concision—beforehand if you want a refresher on writing fundamentals. Then, after this workshop, in just 90 minutes, your ideas and sentences will shine that much more brightly!

Building Better Sentences, Level II  Colette O’Connor
- Monday, July 29, 1300–1400  Room 151

Level II focuses on guided sentence-building practice, applying the toolkit acquired in Level I. Students who have taken Level I this term are automatically eligible. Students who have taken Building Better Sentences in the past or have yet to enroll should email the instructor for pre-class documents (see the WCOnline calendar for instructor email address).
**Mastery Series: Grammar**  Michael Thomas  
- Friday, July 19, 1500–1600  
- Monday, July 29, 1400–1500  
Room 151

Learn to master the core structure of language and, more importantly, how to put grammar to work for you! Topics include parts of speech, avoiding pronoun confusion, alternatives to “however” and “therefore,” and, crucially, how to avoid fake news at the sentence level with tips to eliminate passive voice.

**Mastery Series: Punctuation**  Michael Thomas  
- Thursday, August 1, 1500–1600  
Room 151

Learn to master commas and quotation marks and how to put semicolons to work for you! Many of us will admit that we got all the way to graduate school (in writing!) before we were advised that we could no longer sprinkle commas randomly like parmesan cheese whenever we wanted to pause; we now masterfully apply the ten comma rules, and so can you.

**Mastery Series: Clarity and Concision**  Alison Scharmota  
- Tuesday, July 23, 1300–1430  
Room 151

Learn which conventions are rules, NPS norms, and style tips, all of which will help you masterfully put your words to work for you! Excellent clarity and concision stands as the core goal at the graduate and professional level of writing, so we have put together some writing master tips to make your life easier and your writing sassier in just 90 minutes.

**Strategies for Active-Voice Writing**  Matt Norton  
- Friday, August 2, 1100–1200  
Room 151

Overusing passive voice is one of the most common stylistic blunders in academic writing; it can be hard to identify and tricky to fix. At the same time, passive voice does have its uses. This workshop will explain what passive voice looks like and why in most cases active constructions are a better choice. Lessons and activities will show you how to transform passive-voice sentences and also identify situations when you might want to use them. You will leave with strategies to select the best possible verbs, to craft more interesting prose, and to express your ideas more clearly.

**THESIS WRITING**

**Constructing Research Questions**  Sandra Leavitt  
- Tuesday, July 30, 1530–1700  
Room 151

Constructing a research question is probably the most important task for any paper you write. An overly broad question becomes mission impossible, while an excessively narrow question won’t help fill the pages. Learn strategies for identifying answerable, interesting questions. A compelling research question will keep you motivated and your reader engaged.

**Mastering the Literature Review**  John Locke  
- Wednesday, July 17, 1000–1130  
Room 151

A master’s degree requires mastering a field, and that mastery is demonstrated in a literature review, a required component of most theses and many papers. It is not, as is often believed, a multi-title book review. It is, rather, a comprehensive evaluation of the literature relevant to your research question. More than a summary, it identifies strengths and inadequacies in the existing literature, which dovetails with your goal of adding new knowledge to your field. In this workshop, you will learn how literature reviews are constructed and how to make yours justify your research.

**Thesis Quickstart**  Glen Koué  
- Wednesday, July 17, 1200–1250  
Room 151
- Tuesday, July 23, 1200–1250  
Room 151

Is it time to begin your thesis? Not sure how to start? This workshop will cover academic research and writing in general, as well as the specifics of the NPS thesis process. Learn how to navigate the process and launch your thesis with confidence.

**Illustrating Your Thesis with Figures and Tables**  Matt Norton  
- Wednesday, July 31, 1300–1430  
Room 151

Master the art of knowing when and how various kinds of graphics—diagrams, graphs, photographs, tables—can clarify a process for the reader or illustrate an argument. Learn guidelines for making effective visuals, explaining them in your text, and placing them in the thesis template. By examining some student figures, you’ll see how design and annotations help the reader appreciate a figure’s meaning.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Workshop</th>
<th>Time</th>
<th>Instructor</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>7/12</td>
<td>Reading with Intent I: Social Sciences and Business</td>
<td>1300–1430</td>
<td>Egerton</td>
<td>GL-102</td>
</tr>
<tr>
<td>Monday</td>
<td>7/15</td>
<td>Organization: The Secret to Clear Writing</td>
<td>1000–1100</td>
<td>Locke</td>
<td>151</td>
</tr>
<tr>
<td>Monday</td>
<td>7/15</td>
<td>Reading with Intent II</td>
<td>1300–1400</td>
<td>Stulberg</td>
<td>151</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7/16</td>
<td>Research Quickstart</td>
<td>1200–1250</td>
<td>Koué</td>
<td>151</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7/16</td>
<td>Reading with Intent I: Social Sciences and Business</td>
<td>1730–1900</td>
<td>Shattuck</td>
<td>King Hall</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7/17</td>
<td>Mastering the Literature Review</td>
<td>1000–1130</td>
<td>Locke</td>
<td>151</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7/17</td>
<td>Thesis Quickstart</td>
<td>1200–1250</td>
<td>Koué</td>
<td>151</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7/17</td>
<td>Papers and Prompts</td>
<td>1300–1430</td>
<td>Lober</td>
<td>151</td>
</tr>
<tr>
<td>Thursday</td>
<td>7/18</td>
<td>Reading with Intent I: Social Sciences and Business</td>
<td>1000–1130</td>
<td>Shattuck</td>
<td>151</td>
</tr>
<tr>
<td>Thursday</td>
<td>7/18</td>
<td>Organization: The Secret to Clear Writing</td>
<td>1300–1400</td>
<td>Locke</td>
<td>151</td>
</tr>
<tr>
<td>Thursday</td>
<td>7/18</td>
<td>Building Blocks of Academic Papers</td>
<td>1530–1630</td>
<td>Egerton</td>
<td>151</td>
</tr>
<tr>
<td>Friday</td>
<td>7/19</td>
<td>Citation Management with Zotero</td>
<td>1000–1150</td>
<td>Norton, K.</td>
<td>151</td>
</tr>
<tr>
<td>Friday</td>
<td>7/19</td>
<td>Beyond Brainstorming</td>
<td>1300–1430</td>
<td>Woida</td>
<td>151</td>
</tr>
<tr>
<td>Friday</td>
<td>7/19</td>
<td>Mastery Series: Grammar</td>
<td>1500–1600</td>
<td>Thomas</td>
<td>151</td>
</tr>
<tr>
<td>Monday</td>
<td>7/22</td>
<td>Mastering Note-Taking and Time Management</td>
<td>1000–1130</td>
<td>Huddleston</td>
<td>151</td>
</tr>
<tr>
<td>Monday</td>
<td>7/22</td>
<td>How to Give a Classroom Presentation</td>
<td>1300–1430</td>
<td>Thomas</td>
<td>151</td>
</tr>
<tr>
<td>Monday</td>
<td>7/22</td>
<td>Reading with Intent I: Social Sciences and Business</td>
<td>1500–1630</td>
<td>Morneau</td>
<td>151</td>
</tr>
<tr>
<td>Monday</td>
<td>7/22</td>
<td>International Formatting</td>
<td>1700–1830</td>
<td>Hawthorne</td>
<td>151</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7/23</td>
<td>Reading with Intent I: Social Sciences and Business</td>
<td>1000–1130</td>
<td>Egerton</td>
<td>151</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7/23</td>
<td>Thesis Quickstart</td>
<td>1200–1250</td>
<td>Koué</td>
<td>151</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7/23</td>
<td>Mastery Series: Clarity and Concision</td>
<td>1300–1430</td>
<td>Scharmota</td>
<td>151</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7/23</td>
<td>Reading with Intent II</td>
<td>1530–1630</td>
<td>Stulberg</td>
<td>151</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7/23</td>
<td>International Formatting</td>
<td>1800–1930</td>
<td>Hawthorne</td>
<td>151</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7/24</td>
<td>Reading with Intent I: Social Sciences and Business</td>
<td>1000–1130</td>
<td>Morneau</td>
<td>151</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7/24</td>
<td>Research Quickstart</td>
<td>1200–1250</td>
<td>Norton, K.</td>
<td>151</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7/24</td>
<td>Paraphrasing and Quoting Like a Pro</td>
<td>1500–1630</td>
<td>Leavitt/Marlatt</td>
<td>151</td>
</tr>
<tr>
<td>Thursday</td>
<td>7/25</td>
<td>Building Better Sentences I</td>
<td>1000–1130</td>
<td>O’Connor</td>
<td>151</td>
</tr>
<tr>
<td>Thursday</td>
<td>7/25</td>
<td>Mastering Note-Taking and Time Management</td>
<td>1530–1700</td>
<td>Huddleston</td>
<td>151</td>
</tr>
<tr>
<td>Friday</td>
<td>7/26</td>
<td>Citation Management with Zotero</td>
<td>1000–1150</td>
<td>Koué</td>
<td>151</td>
</tr>
<tr>
<td>Friday</td>
<td>7/26</td>
<td>Reading with Intent I: Social Sciences and Business</td>
<td>1300–1430</td>
<td>Egerton</td>
<td>151</td>
</tr>
<tr>
<td>Monday</td>
<td>7/29</td>
<td>Reading with Intent I: Social Sciences and Business</td>
<td>1000–1130</td>
<td>Morneau</td>
<td>151</td>
</tr>
<tr>
<td>Monday</td>
<td>7/29</td>
<td>Building Better Sentences II</td>
<td>1300–1400</td>
<td>O’Connor</td>
<td>151</td>
</tr>
<tr>
<td>Monday</td>
<td>7/29</td>
<td>Mastery Series: Grammar</td>
<td>1400–1500</td>
<td>Thomas</td>
<td>151</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7/30</td>
<td>Technical Writing</td>
<td>1000–1130</td>
<td>Egerton</td>
<td>151</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7/30</td>
<td>Debating with Your Sources: They Say/I Say</td>
<td>1330–1500</td>
<td>Huddleston</td>
<td>151</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7/30</td>
<td>Constructing Research Questions</td>
<td>1530–1700</td>
<td>Leavitt</td>
<td>151</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7/31</td>
<td>Reading with Intent II</td>
<td>1000–1100</td>
<td>Leavitt</td>
<td>151</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7/31</td>
<td>Illustrating Your Thesis with Figures and Tables</td>
<td>1300–1430</td>
<td>Norton</td>
<td>151</td>
</tr>
<tr>
<td>Thursday</td>
<td>8/1</td>
<td>Reading with Intent I: STEM</td>
<td>1000–1130</td>
<td>Egerton</td>
<td>151</td>
</tr>
<tr>
<td>Thursday</td>
<td>8/1</td>
<td>Paraphrasing and Quoting Like a Pro</td>
<td>1300–1430</td>
<td>Leavitt/Marlatt</td>
<td>151</td>
</tr>
<tr>
<td>Thursday</td>
<td>8/1</td>
<td>Mastery Series: Punctuation</td>
<td>1500–1600</td>
<td>Thomas</td>
<td>151</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Workshop</td>
<td>Time</td>
<td>Instructor</td>
<td>Room</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>----------------------------------------------</td>
<td>-----------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>Friday</td>
<td>8/2</td>
<td>Strategies for Active-Voice Writing</td>
<td>1100–1200</td>
<td>Norton, M.</td>
<td>151</td>
</tr>
<tr>
<td>Friday</td>
<td>8/2</td>
<td>Writing Winning Arguments</td>
<td>1300–1430</td>
<td>Scharmota</td>
<td>151</td>
</tr>
<tr>
<td>Monday</td>
<td>8/5</td>
<td>Unlocking the Brain: Tips for Writers’ Block</td>
<td>1200–1250</td>
<td>Huddleston</td>
<td>151</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8/6</td>
<td>Writing Winning Arguments</td>
<td>1300–1430</td>
<td>Scharmota</td>
<td>151</td>
</tr>
</tbody>
</table>