NPS is the place to create a complete thought, away from the tyranny of the urgent.

—Col Todd Lyons, USMC, July 2019

Foundations of Academic Writing
28 September 2021, 1500–1630

Graduate Writing Center
https://nps.edu/web/gwc
Introduction to Grad School Writing
Dr. Sandra Leavitt  Director, Graduate Writing Center

Plagiarism Prevention 101
Aileen Houston  Deputy Director, Graduate Writing

The Writing Process
Dr. Kate Egerton  Writing Coach, Graduate Writing Center

Going Straight to the Source: Using Human Subjects Data in Your Thesis, Capstone Report or Dissertation
Dr. Larry Shattuck  Human Systems Integration
Introduction to Graduate School Writing and Research

Dr. Sandra Leavitt
Director, Graduate Writing Center and Thesis Processing Office

Fall 2021
Today’s Take Aways

1. We expect to hear your ideas and voice

2. Military and academic writing are similar and different

3. Writing, thinking, and research are closely linked

4. Quality of your research—and quality of your writing and thinking—depends on the quality of your sources
Your voice is important

“Do you agree? Why or why not?”

We must challenge our own assumptions [and] be informed by the facts....
Our Navy benefits from vigorous intellectual debate.

~CNO, ADM John Richardson, Proceedings, 2016
Expectations

You’ll explore serious challenges

You’ll have new ideas, new thinking

NPS is the place to create a complete thought, away from the tyranny of the urgent.

~Col Todd Lyons, USMC, 2019
Military Writing

1. **Share knowledge**… so all are on the same page

2. **Describe**
   - *Convey* orders, instructions
   - *Record* discussions and decisions
   - *Express* intentions

3. **Persuade** by logical argument and evidence

Academic Writing

1. **Share knowledge**… show you know… explore, debate

2. **Explain**
   - *Explain* how you did it
   - *Critique* the work of others
   - *Add* new insights

3. **Persuade** by logical argument and evidence
Military Writing

1. **Standard** forms, sentences
2. “BLUF”
   - Topic, scope
   - Recommendations
3. Body
   - Relevant facts, narrowed
   - Competing solutions
   - NOT “Behind the scenes” methods or thinking

Academic Writing

1. **Standard** sections, freedom
2. “BLUF”
   - Topic, scope
   - Claim, thesis, argument
3. Body
   - Relevant facts + unknown
   - Competing explanations
   - YES, “Behind the scenes”
   - Proof
Military Writing

✓ Accuracy
✓ Clarity
✓ Concision
✓ Free of grammatical or mechanical error

Academic Writing

✓ Accuracy
✓ Clarity
✓ Concision
✓ Free of grammatical or mechanical error

Good writing is clear thinking made visible.

~Robert Wheeler
<table>
<thead>
<tr>
<th>Military Writing</th>
<th>Academic Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brevity</td>
<td>1. Thoroughness</td>
</tr>
<tr>
<td>2. Overcapitalization</td>
<td>2. Capitalization “proper”</td>
</tr>
<tr>
<td>3. Mountains of acronyms</td>
<td>3. Acronym “light”</td>
</tr>
<tr>
<td>4. Plain language</td>
<td>4. Complex language</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. “Institutional” voice</td>
<td>5. Unique writing style</td>
</tr>
<tr>
<td>6. Source credits uncommon</td>
<td>6. Source credits is crucial</td>
</tr>
<tr>
<td>7. Limited sources</td>
<td>7. Many sources</td>
</tr>
</tbody>
</table>
Sources in the 4-Step Research Process

1. Research Question
2. Hunt & Gather
3. Analyze
4. Write up & Share

- MORE SOURCE CONTRIBUTIONS
- MORE OF YOUR ORIGINAL CONTRIBUTIONS

Repeat
What Do Sources Do for YOU?

1. Provide existing knowledge
   - Increase accuracy
   - Save time
   - Demonstrate your understanding of what we and you know thus far

2. Increase the quality, rigor, and integrity of your work
1. What types of knowledge?

- Research Questions
- Data
- Theories
- Methods
Another Way to Think about Knowledge

1. Descriptions—Who, what, when, where, how
   - What happened? By whom, and to whom?
   - What background and context do we need?
   - What have others studied? How?

2. Explanations—Why
   - How have others explained similar events?
   - Do their explanations make sense?
   - Can we generalize understanding to other similar cases?

3. Opportunities—What can we add?
   - Save time
   - Improve accuracy
   - Demonstrate understanding
Famine’s Link to Conflict: What do we know?

Why Ireland exported food as thousands starved

Ireland, Potato Famine (1845–49)
20–25 percent died

China, Great Leap Forward (1958–62)
40–60 million died

Nigerian Civil War (1967–69) military blockage
100,000 died from combat
1.5 mil died from starvation

Yemen Civil War (2017–18)
50,000 died from starvation after blockade
Why do famines happen?

1. Descriptive Data
   • Definitions
   • Locations, dates, deaths
   • Refugees and IDPs
   • Conflicts, wars, disasters
   • Economy and capacity
   • Policies

2. Explanations
   “Famines are caused by acts of God”
   “Famines are caused by poverty”
   “Famines are caused by policy decisions”

3. Opportunities—What’s missing?

Why do governments implement policies that cause famine?
Why do governments implement policies that cause famine?

Psychopathic, revolutionary leaders?
Control of citizens?

Weak states?
Acts of war?

Policy: Where should we put our efforts and money?
2. Quality sources increase the quality, rigor, and integrity of your work

- Additional **quality sources**
- **Sources’ reputation** transfers to you
- Models for **academic norms**
- **Reliable foundation** for your analysis
What are “high quality” sources?

✓ Build on established **theories and frameworks**
✓ Contain trusted and transparent **methods**
✓ Come from **reputable** organizations, publishers, speakers, and researchers

Seek peer-reviewed, academic presses, and other trusted institutions (.edu, .gov, .org, .mil)

🚫 Be alert to bias!
🔍 Think critically, search deeply
Which is the better book?

Princeton University Press, 2015

World's leading authorities on famine

Eating People Is Wrong

Cormac Ó Gráda

Scholar, Univ. London, Hong Kong Univ.
Chinese archives

Walker Books, 2011

Mao's Great Famine

Frank Dikötter

The History of China's Most Devastating Catastrophe, 1958-62
Today’s Take Aways

1. Hear from YOU

2. Sources work for you

3. Thinking + Research + Writing

4.
PLAGIARISM PREVENTION 101
Using Sources in Your Researched Writing

Aileen B. Houston
Deputy Director, Graduate Writing Center

Foundations
28 Sep. 2021
OVERVIEW

3 topics
• Definitions and Expectations
• Understanding Sources
• Conventions

2 goals
• Avoid unintentional plagiarism
• Think critically about source use

1 follow-up
• Full lesson online
DEFINITIONS & EXPECTATIONS

Plagiarism Prevention 101: Using Sources in Your Researched Writing
WHAT IS PLAGIARISM?

Plagiarism

“The use of words, information, insights, or ideas of another without crediting that person through proper citation.”

- NPS Honor Code

Source misuse

“Carelessly or inadequately citing ideas and words borrowed from another source.”

-Council of Writing Program Administrators

NPS expectations

Don't: plagiarize
Don't: misuse sources
Do: be strategic
Do: learn conventions
WHAT IS ATTRIBUTION?

Proper credit to material borrowed from another source

Attribute source material properly, avoid plagiarism.
WHAT DO I ATTRIBUTE?

Cite:
ideas, data, images, and words that are not your own

Don't cite:
your experience and findings, common knowledge for your readers

Distinguish between source evidence and your own input or analysis as a writer
Plagiarism Prevention 101: Using Sources in Your Researched Writing
STRATEGIC READING

Take notes on:
• Argument/main point: Do you agree?
• Evidence: Is something missing?
• Assumptions: Is the reasoning strong?
• Your responses: knowledge, experience, analysis

In your notes:
• Distinguish between the source and your thoughts
• Note borrowed terms, phrases, sentences
• Record reference information
CONVENTIONS

Plagiarism Prevention 101: Using Sources in Your Researched Writing
ATTRIBUTION CONVENTIONS

Using Citations & Signal Phrases

Quoting

Summarizing & Paraphrasing

Following a Citation Style
CITATIONS AND SIGNAL PHRASES
Signal that content has been borrowed from a source

Citations
- Differ by style
- Match source in reference list

In [13] and [14]...
Lim’s 1999 study revealed...
(Li & Sanchez, 2019)
Recent reports disagree.⁸⁹

Signal phrases
- Signal source without citation
- Show continued use of source

Their research illustrates...
[Author] also examined...
As the article suggests...
According to the website...

Use variety
Citations +
Signal phrases +
Sentence flow
DIRECT QUOTATIONS

**Borrowed language**
- “Quotes” for ~5+ words
- Can be said differently
- Citation = credit for idea
- Quotes = credit for words

**Noteworthy**
- Use sparingly
- Precise or historical wording (definitions, legal)
- Know your field’s norms

**Quote**: passage is clear and brief; passage is powerful; passage is important
**SUMMARIZING & PARAPHRASING**

### Summarizing
- Source / idea as a whole
- Shows you understand the bigger picture
- Requires a citation

**Summarize to:** generalize detailed or lengthy information.

### Paraphrasing
- Source concept, your words
- Context of your argument
- Proper nouns / key terms
- Requires a citation

**Paraphrase when:** the source is complex or you can explain your own way.

### Patchwriting
- Small changes
- Same sentence structure

**Never patchwrite in a final paper.**
CITATION STYLE

Helps your readers identify your source use, helps you establish membership in your academic community.
## Essential Rules

<table>
<thead>
<tr>
<th>Title Case</th>
<th>Sentence Case</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Love among the Ruins: A Memoir of Life and Love in Hamburg, 1945</em></td>
<td><em>Love among the ruins: A memoir of life and love in Hamburg, 1945</em></td>
</tr>
<tr>
<td>Capitalize everything except:</td>
<td>Capitalize only:</td>
</tr>
<tr>
<td>• conjunctions (and, but, or, etc.)</td>
<td>• the first and last words in titles and subtitles</td>
</tr>
<tr>
<td>• prepositions (to, of, on, among, between, etc.)</td>
<td>• proper nouns</td>
</tr>
</tbody>
</table>

## Citations and refs by source type

**Electronic Book**

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Generic Example</th>
<th>Actual Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOI preferred</td>
<td>T: Author, year, location information</td>
<td>T: (Bonds, 2014, Chapter 3, para. 1)</td>
</tr>
<tr>
<td>T: Author, year, location information</td>
<td>T: (Cruthers &amp; Choplin, 2013)</td>
<td></td>
</tr>
</tbody>
</table>
Full lesson on GWC site

nps.edu/web/gwc/citations-avoiding-plagiarism

Games
Explanations
Additional resources
We will continue in five minutes
Learning Tools

✓ Each learner is different
✓ You are probably not the same student you were before
Expert writers:

✓ Embrace the **writing process**
✓ **Practice** writing early and often
✓ Write to **learn** before writing to explain
1. Invent
2. Draft
3. Revise
4. Edit
5. Finalize

- Writing to learn
- Writing to explain
- Ready to deliver
✓ Start before you are really ready
✓ Stop before you are really done
✓ Repeat

—Robert Boice
Invent
Draft
Revise
Edit
Finalize

Writing to learn
Writing to explain
Ready to deliver
Perfectionism is the voice of the oppressor, the enemy of the people. It will keep you cramped and insane your whole life, and it is the main obstacle between you and a shitty first draft.

−Anne Lamott
DO ALL THE THINGS

TOMORROW

Adapted from: Allie Brosh,
Command Master Chief Keith Mahaffey, assigned to the guided-missile cruiser USS Monterey (CG 61), participates in the commissioning of the Navy Operational Fitness and Fueling System (NOFFS). NOFFS is the Navy’s new physical fitness program that is designed to give an all around workout while reducing physical training injuries. (U.S. Navy photo by Mass Communication Specialist 2nd Class Matthew Bookwalter/Released)
Invent
Draft
Revise
Edit
Finalize

Writing to learn
Writing to explain
Ready to deliver
✓ When you **draft**, try starting somewhere in the **middle**

✓ Choose something you already understand that your reader **needs to know**

✓ **Cite** as you go, **keeping track** of which words, ideas, and data belong to whom

✓ If you get stuck, **skip** to another subtopic within your project and **start** another paragraph
Invent
Draft
Revise
Edit
Finalize

Writing to learn
Writing to explain
Ready to deliver
✓ Highlight (or write, if it’s missing) each paragraph’s topic sentence

✓ Quickly outline your draft and audition changes

✓ Fill gaps and kill repetition

✓ Revise your thesis and place it front and center—what have you proven?

✓ Now write (or revise) the introduction that sets up that thesis and a “so what, here’s why” conclusion
Invent
Draft
Revise
Edit
Finalize

Writing to learn
Writing to explain
Ready to deliver
✓ Take time away from your text

✓ Create distance between your text and your brain by reading sentences out loud and, perhaps, out of order

✓ Can you find the subject and verb of every sentence? And do they agree?

✓ Are you punctuating consistently?

✓ Did you spell everyone’s name correctly each time?

✓ NOW use spell & grammar check
Finalize

Invent

Draft

Revise

Edit

Writing to learn

Writing to explain

Ready to deliver
✓ Find and follow your format
✓ Check name spellings ONE MORE TIME
✓ Perfect citations and references according to your chosen style (don’t mix and match)
✓ Deliver through the proper channels
✓ Keep archive copies of all work
Need help with citation form? Dudley Knox Library’s Citation Guide has you covered!

Citation Styles by Department or Program

Each of the following departments has a required or preferred citation style for theses, dissertations, capstone project reports, and final project reports. If you do not see your department or program listed, check with your thesis advisor before the thesis proposal stage to determine the style best suited to your academic field.

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Citation Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition Research Program (ARP)</td>
<td>APA preferred, but advisors may choose another citation style</td>
</tr>
<tr>
<td>Center for Homeland Defense and Security (CHDS)</td>
<td>Turabian (Notes &amp; Bibliography)</td>
</tr>
<tr>
<td>Cyber Systems and Operations (CSO/MACO)</td>
<td>IEEE preferred, but any recognized style will be accepted</td>
</tr>
<tr>
<td>Defense Analysis (DA)</td>
<td>Chicago (Notes &amp; Bibliography) preferred, but any recognized style will be accepted</td>
</tr>
<tr>
<td>Electrical and Computer Engineering (ECE)</td>
<td>IEEE</td>
</tr>
<tr>
<td>Engineering (if not listed separately)</td>
<td>IEEE</td>
</tr>
<tr>
<td>Graduate School of Defense Management (GSDM)</td>
<td>APA preferred, but advisors may choose another citation style</td>
</tr>
</tbody>
</table>

Get expert personalized advice

- **Email**: writingcenter@nps.edu
- **Drop-in Hours**: Mon - Fri 1200-1300
  Where: 1st floor of the library or Online
- **Write-in Hours**: Fri 1000-1430
  Where: Online

New! Zotero Examples

Email: thesisprocessingoffice@nps.edu
The **GWC** is here for you

Use our **workshops, coaching sessions, and online resources**

Build writing habits now that will support you through your **thesis** and beyond
Going Straight to the Source:

Using Human Subjects Data in Your Thesis, Capstone Report, or Dissertation

COL (ret) Lawrence G. Shattuck, PhD
Chair, Institutional Review Board
28 September 2021
In the early morning of Dec. 6, 2018, two F/A-18s assigned to Marine All-Weather Fighter Attack Squadron 242, based in Iwakuni, Japan, met off the coast with a KC-130J bearing the call sign Sumo 41 from Marine Aerial Refueler Transport Squadron 152.

During an attempt to refuel the jets in the dark, one of the F/A-18s crashed into refueling aircraft, which led to the death of six Marines.
How Can We Help Pilots Transition from Day to Night Missions?

Human Systems Integration Laboratory

Three consecutive nights

- Night 1 – baseline; determine melatonin onset; fly three 25-minute missions
- Night 2 – light exposure; melatonin; fly three 25-minute missions
- Night 3 – no light exposure; melatonin; fly three 25-minute missions

Data Collected: Flight performance, melatonin onset, reaction time
What is the Impact of Videogaming on Warfighter Performance?

Surveys  
Questionnaires  
Focus Groups  
Interviews
How do deployments affect children’s performance in school?

Compare performance of school children whose military parents are deployed to those children whose parents are not deployed.

- School grades
- Special classes (advanced or challenged)
- Disciplinary issues
- Number of deployments
- Length of deployments
- Age of children
What is Human Subjects Research (HSR)?

**Research**

“A **systematic** investigation designed to develop or contribute to **generalizable** knowledge”

**Human Subject**

“A living individual **about whom** an investigator… conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information” about an individual.”

**Common Types of HSR**

- Surveys, questionnaires
- Interviews
- Equipment testing on people
- Audio/video recording
- Archived data mining
- Task/work analysis

*Yours might be HSR!*
Process for when a student plans to engage in an activity that may be considered human subjects research.

Student identifies a topic for a thesis or capstone

Student selects an advisor and the advisor agrees to the topic

Student conducts a brief literature review and develops a method

The advisor agrees to the method

The student drafts a thesis or capstone proposal

Does proposal include activity that may involve interaction with humans or information about humans?

Yes

Complete a determination request form, have advisor sign it, and submit it to IRB. Wait for a response before undertaking any activity that may involve human subjects research

Did the IRB determine that the activity was human subjects research?

No

Activity does not constitute human subjects research and student can begin research activity

Yes

Student and advisor must complete IRB application and CITI training, submit to IRB, and wait for approval prior to engaging in any human subject research activity
IRB Contact Information:

IRB Chair: Dr. Larry Shattuck
Ext: 2473
lgshattu@nps.edu

HRPP Support: Mr. Scott Ramos
sramos@nps.edu
Ms. Christina Ramirez
christina.ramirez@nps.edu

NPS IRB website and email:
https://my.nps.edu/web/research/irb
IRB@nps.edu

Cooperate and Graduate!!
GWC Coaching

- **Synchronous**—1:1 in real time
- **Asynchronous**—emailed feedback
- **Drop-in**—quick questions; last minute
- **Write-ins**—structured studying

**Hours (Pacific Time Zone)**

**Live Coaching Appointment Hours**
- Asynchronous coaching also offered daily

<table>
<thead>
<tr>
<th>Days</th>
<th>Times</th>
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</thead>
<tbody>
<tr>
<td>Mon–Wed</td>
<td>0900–1800</td>
</tr>
<tr>
<td>Thu</td>
<td>0900–1400, 1500–1800</td>
</tr>
<tr>
<td>Fri</td>
<td>0900–1800</td>
</tr>
<tr>
<td>Sat</td>
<td>1000–1200</td>
</tr>
<tr>
<td>Sun</td>
<td>1000–1100, 1200–1300, 1400–1500, 1600–1700</td>
</tr>
</tbody>
</table>

**Library Drop-in Hours**
- Mon–Fri | 1200–1300 |

**Write-in Hours:**
- Fri     | 1000–1430  |
GWC AND DKL ZOOM WORKSHOPS
SEPTEMBER 29 – OCTOBER 20, 2021

• Refresh academic fundamentals
• Sharpen critical thinking skills
• Learn academic norms
• Strengthen writing mechanics

SIGN UP: nps.edu/web/gwc/resident-workshops

Library Quick Start
Thesis Quick Start
Citation Management with Zotero

SIGN-UP: Coaching & Workshops
WRITING A PAPER? WE'VE GOT YOU.

GWC Write-ins

Dedicate time to write and concentrate
Set and meet writing goals
Team with writing coaches, librarians, and peers

FRIDAYS, 1000-1430
Come for all or part • No sign up required

Access Zoom meeting information:
HTTPS://NPS.EDU/WEB/GWC/WRITE-INS
MY GLORY NEVER DIES
THE MILITARY IN LITERATURE, FILM, AND ONSTAGE
CRITICAL THINKING WORKSHOPS

"thought-provoking"
"wildly entertaining"
"tough thinking"
"meaningful dialogue"

Five 3-hour workshops, October 7-Nov 4
Thursdays 1700–2000
** In person ** in ME Auditorium
Participants must be fully vaccinated
Attending all sessions is encouraged but not required
Space is limited! Enroll at https://nps.edu/web/gwc

Offered by the NPS Graduate Writing Center (GWC) and the Dudley Knox Library
Thank you for attending *Foundations*. Please fill out our survey.

Questions?
Meet us in the lobby or the webinar chat.

https://nps.edu/web/gwc  writingcenter@nps.edu