REMINDER: Reading with Intent I (Social Sciences and Business): today, 1730–1900, King Hall (right here)

CANCELED: Reading with Intent II, 7/23
RESCHEDULED: 7/25, 1200–1300, DKL 151

ADDED: Citation Management with Zotero
8/2, 0900-1030, DKL 151
Introduction to Graduate School Writing

JOHN LOCKE

Graduate Writing Center
Naval Postgraduate School
the last thing you want to hear
The Ideal Reader Reaction

• I understood your purpose
• I knew how your argument was organized
  • You delivered on that promise
• Your logic convinced me
• I found your evidence sufficient
• Maybe even:
  • I learned something
  • You changed the way I look at the world

Your writing is adorable!
Following My Own Advice...

- What's the point? Looking at the big picture of academic writing
  - What’s different about it?
  - Keeping goals realistic
  - Serving the reader
  - Grad-school expectations
Writing addresses many different needs

Each type has a **unique objective** which dictates:
- rules
- methods
- standards
- styles
- formats
- best practices
What’s the objective of academic writing?

- To share new knowledge
  - Research:
    - Creates new knowledge.
    - Explains how the world works.
  - Published academic writing (journal articles, academic books, conference papers, etc.) provides a formal record of research.
  - Coursework is generally a learning exercise that models academic conventions.
- Theses and dissertations form the bridge.
Our fundamental problem . . . is the immensity of existing knowledge.

Knowledge goes to infinity in every direction.
Published knowledge all-time:
  130 million books (600,000+ in the U.S. every year).
  50 million journal articles published all-time.

Academic inquiry is theoretically unbounded.

  • Practical considerations
    • Relevance . . . who cares?
    • Significance . . . does it have value?
    • Who pays the bills?

Even with those allowances, our problem is still immense!
The Virtues of Narrowness

How do mere mortals deal with this immensity?

- Keep the topic narrow.
  - Drive toward the specific, away from the general.

- Use the topic definition as a boundary.
  - Avoid the trap of wandering into fascinating, but irrelevant, blind allies.

- Stay within that space, but be thorough.

- In your reading, observe the narrow focus of academic articles, and even books.
The Reader’s Dilemma

Writing would be *so easy* if there was no reader.
—no rules for writing a personal diary.

The *academic reader* knows that the topic can go anywhere, and is specialized enough not to care about most of the destinations.

What about this commonplace object?
*Why am I discussing it?*
*What’s the issue?*

- This *specific* shirt?
- Materials
- Manufacturing
- Style
- Marketing
- History of shirts
- History of word “shirt”
Solving the Reader’s Dilemma

• Conclusions come first, proof follows.
  • Define the box . . . immediately!
  • The introduction is the conclusion.
  • The details that follow fit in that narrow space.
  • Especially important for abstract, hard to visualize, ideas.

• But doesn’t that ruin the suspense?
  • Yes! Spoiler alert!
  • Suspense, mystery, and surprise belong to other forms of writing.
  • Doubt frustrates the academic reader.
  • We’re explainers, not entertainers.

• Still, a kind of suspense remains.
  • The introduction is just a claim; the proof is in the body of the paper.
  • If the specialized reader is interested in the topic, they’ll want to know the reasoning behind it.
A Large-Scale Example

- The issue
  - The widespread perception that we live in violent times
- The puzzle
  - Is it true? What is the trend of violence in human history?
- Why violence has declined
- Features
  - Broad “meaning of life” question
  - Large-scale study
    - 4 years to write
    - 15 major themes
    - 700 pages of text
    - + 42 pages of endnotes
    - + 34-page bibliography

A Small-Scale Example

The Better Angels of Our Nature, page 68:

. . . the oddest journal article I have ever read is “Losing Face, Saving Face: Noses and Honour in the Late Medieval Town.”* Here the historian Valentin Groebner documents dozens of accounts from medieval Europe in which one person cut off the nose of another. Sometimes it was an official punishment for heresy, treason, prostitution, or sodomy, but more often it was an act of private vengeance. . . . These mutilations were so common that, according to Groebner, “the authors of late-medieval surgical textbooks also devote particular attention to nasal injuries, discussing whether a nose once cut off can grow back . . .”


Features
- Small-scale
- Narrow scope
- Groebner’s main point
- Pinker’s data point

Groebner is building a brick. Pinker is building a mansion. Think brick.
• Knowledge is not a monolithic entity. It’s in a constant state of growth and destruction. A giant, endless debate about everything.

• Your voice is important. Knowledge benefits when many take part in the conversation.

• Is the military ethic of following orders compatible with how orthodoxy is challenged in academia? How can these worlds be merged?
It’s both, of course!

The good: Massive amounts of data; ease of access.
The bad: It is an evil swamp of temptation. From a research perspective, it gives the illusion of having everything that matters at one’s fingertips.

Research means more than moving information from one place to another.

Will Google For Food
Wikipedia

Friend or Foe?

Both, of course!

The good
- Comprehensive on major topics
- Usually well-sourced
- A fantastic resource for getting a quick-start on a new topic, or
- Looking up commonplace info

The not-so-good
- Variable quality-control
- No peer review
- Pages can change at any time

Therefore, Wikipedia is generally not approved as a source for academic work.

WIKIPEDIA
The Free Encyclopedia
(5,900,000 English-language articles)
Organization: The Secret to Clear Writing

Topics covered:
- What do these ideas look like on the page?
- How and why of paper organization
- Practical matters
- Reliable writing practices

Thursday, July 18, 1300-1400
Dudley Knox Library, Room 151

(workshop given to NS3011: August 12, 13)

Sign up at GWC website:
https://my.nps.edu/web/gwc
The BLUE button
WCOOnline: pick Workshops Calendar

“I used the framing and outlining method, which saved me about 40-50 hours on another final paper (that ended up being 17 pages)!”
—NSA student
How to Look and Be Smart

Dr. Sandra Leavitt
Director, GWC
Why Sources Matter

A leader without either interest in or knowledge of the history and theory—the intellectual content of his profession—is a leader in appearance only.

This is particularly true among officers; after all, an officer’s principal weapon is his mind.

General Alfred M. Gray, Jr. (ret)  
29th Commandant of the US Marine Corps
How Do Sources Help You?

1. Provide existing knowledge and data

2. Increase the quality, rigor, and integrity of your work

3. Model academic norms, rules, and integrity
Research: Explore, Share, Repeat…

Scholars share, because they trust they will get credit
Simplified Research Process

SOURCE CONTRIBUTIONS

Research Question → Hunt and Gather → Analyze → Write and Share

YOUR CONTRIBUTIONS

Repeat

Your thesis, paper, or article
I. Sources provide existing knowledge and data

- Save time
- Improve accuracy
- Demonstrate your understanding of a topic and state of knowledge
Famine and Conflict

Why Ireland exported food as thousands starved

Ireland, 1845–49. 20–25 percent died

India under British rule, 1876–78. 5.5 million people died

North Korea. 1990s: lost millions. 2017: over 40 percent at risk

China, Cultural Revolution. 20–40 million died

Nigeria, Somalia, Yemen, S. Sudan. 2017: 20 million at risk
What types of knowledge and data?

1. **Descriptions**: What have others studied? What happened and when? What context do we need?

2. **Explanations**: How have others answered my question? Do their explanations make sense?

3. **Opportunities**: What’s debated? What’s missing?
Why do famines happen?

1. **Descriptive Data**
   - Definitions
   - Locations, dates, deaths
   - Refugees and IDPs
   - Impacts
   - Wars
   - Natural disasters
   - Economics
   - Regime types

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

3. **Opportunities:** What hasn’t been well described or explained?

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

Psychopathic, revolutionary leaders?
State control of citizens?
International leverage?

Weak states?
Acts of war?
Neglect of war?
2. Sources can increase the quality, rigor, and integrity of your work

- Raise your confidence as you work
- Build analysis on a reliable foundation
- Transfer source’s reputation to yourself
What are “high quality” sources?

1. Trusted and transparent methods
2. Tested theories
3. Reputable organizations, publishers, and researchers

- Seek peer-reviewed, academic presses, and other trusted institutions
- Be alert to bias!
- Think critically, search deeply
Which is the “better” book?

Princeton University Press, 2015

Eating People Is Wrong

World’s leading authority on famine
Other key scholars

Cormac Ó Gráda

Walker Books, 2011

MAO'S GREAT FAMINE

Scholar
Univ. London; Hong Kong Univ.
Chinese archives

Frank Dikötter
3. Sources (and you) model academic norms, rules, and integrity

“Understand that you are accountable for your writing. You own what you write.”

—Admiral Richardson
CNO, U.S. Navy
“Now Hear This: Read. Write. Fight.”
June 2016
Look Smart
Sources reflect your character and knowledge

- You **bravely** enter debates
- You **respect** norms and standards
- You are **honest**
  - Data selections and presentations
  - Others’ ideas
  - Strengths and weaknesses
Look Smart

Accurate, thorough citations tell your readers:

- You are a **professional**
- You **respect your readers’** intelligence and time
- Your own work most likely can be **trusted**
- Others can **confidently continue** where you left off
Be Smart

Don’t plagiarize….

US Army War College master’s
Col. US Army (ret.)
U.S. Senator John Walsh

No statute of limitations

Plagiarized master’s final paper
Former U.S. Senator John Walsh
Former National Guard leader
Former master’s degree
As President Franklin D. Roosevelt explained to a nation on edge in his 1933 inaugural address, “the only thing we have to fear is fear itself.”

Franklin D. Roosevelt
1933 inaugural address
COMMON KNOWLEDGE
written in your own words:

Fear can be a very powerful emotion that paralyzes some people and causes dangerous overreactions in others.

*Sandra Leavitt*
Be Smart

Practice core principles

- **Quote and cite** if you borrow *more than 5 words exactly* in a unique sequence

  “After they tear-gassed us, we were no longer afraid.”

  Unidentified nonviolent protestors
  Hong Kong, July 2019, *NY Times*

- **Paraphrase or summarize, and cite**, rewriting the original in your own words and writing style

  aka “The Uni-bomber”
When don’t you need to cite?

- **False** I didn’t know the rules.
- **False** I ran out of time.
- **True** I copied and pasted *my* idea from *my* NPS class paper into *my* thesis.
- **False** I forgot where the information came from.
- **False** I changed every 5th word in their sentence; isn’t that enough?
- **True** Anyone could have put those same words together, just as I did.
- **False** It wasn’t intentional, so it’s not plagiarism.
- **True** It’s common knowledge, written in my own words.
Final Tips

- **Pay attention** to source norms your readings
- **Learn:**
  - What and how to cite
  - Signal phrase, paraphrase, quote, and summarize
  - Note-taking
  - Citation management software, i.e., Zotero
- **Ask** for guidance (coaches, librarians, faculty, iThenticate)
- **Bookmark** libguide/nps.edu/citation
- **Practice!**
We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.

Aristotle
(paraphrased)
The Writing Process

Kate Egerton, PhD
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
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

NORFOLK (June 23, 2010) 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**
Finalize
Draft
Revise
Edit

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**
Invent
Draft
Revise
Edit

Finalize

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
## 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</td>
<td>APA</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>
</tbody>
</table>

## Expert Personalized Advice

- **Graduate Writing Center**
  - Drop-in hours: Mon–Fri, 1000–1400
  - By appointment

- **Thesis Processing Office**
  - Drop-in hours in the GWC: Mon & Thu, 1500–1600
  - Processors are also available Mon–Fri, 1200 to 1600, Library Rm. 111
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 Subject Data in Your Thesis, Capstone Report, or Dissertation

COL (ret) Lawrence G. Shattuck, PhD
Chair, Institutional Review Board
16 July 2019
What’s the maximum sea state for small boat recovery?

Experimentation and/or simulation
Why are Navy pilots suffering physiological episodes?

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

Use **secondary information** to 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!
All academic institutions conducting research involving humans have an IRB.

- Research is governed by HHS, DOD, and DON policies
- Online CITI training is required
- Approval can take up to three weeks

Plan ahead!
What can do without IRB approval?

- Discuss possible research topics with SMEs
- Work with others on the design of your research
- Talk with people to collect facts

What first requires IRB approval?

- Recruit people to participate as subjects
- Collect data from people, about themselves. “What do you think about….?” “Why do you think that happened?”
- Access data that is private and identifiable

If in doubt, ask IRB@nps.edu!
What happens when HSR is conducted *without* IRB approval?

- Non-compliance is investigated and reported to the NPS President, DoN, and DoD.
- You may lose all data collected and be unable to complete your coursework or thesis.
- You may not graduate on time.

If in doubt, ask IRB@nps.edu!
Specify Methods at Thesis Proposal Stage

On your Python Thesis Dashboard

<table>
<thead>
<tr>
<th>Compliance Approval Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>To plan ahead and consolidate task records, this section provides lists of possible items that need additional approvals.</td>
</tr>
<tr>
<td>• Track approval requested and received dates.</td>
</tr>
<tr>
<td>• If item(s) are not completed before routing, advisor checks &quot;HOLD&quot; on Thesis Release and Approval Form (TRAF). Updates are allowed after student departs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compliance Tasks (by Student) (edit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains items that primarily are the student's responsibility. Click (edit) to update.</td>
</tr>
</tbody>
</table>

Required at Proposal
Specify Methods at Thesis Proposal Stage

Scroll down to reveal method types

### Compliance Items To Be Completed By Student

Select all items which apply to your Applied Cyber Operations Capstone Report

<table>
<thead>
<tr>
<th>Compliance Item</th>
<th>Request Submitted</th>
<th>Approval Received / Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of the items in this section apply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Subjects protocol review by IRB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel approval (if fieldwork)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SERE training (if fieldwork abroad)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country clearance (if fieldwork abroad)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review by student’s sponsor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patent filed (if separate from advisor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copyright permission(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other, student's responsibility</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Human Research Protection Program (HRPP)**

Do you plan to engage in any of the following activities in support of your research activities?

[ checkboxes for different activities ]
Specify HSR (or Not) at Thesis Proposal Stage

If “YES,” contact IRB@nps.edu!
HRPP and IRB Contact Information

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

IRB Contact Information:

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

HRPP Support: Ms. Celine Lai
Ext: 2043
clai@nps.edu

Ms. Xio Carrion
Ext: 1037
Xiomara.carrion@nps.edu

Cooperate and Graduate!!
THE END

Now, go forth and do great things!