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

—Colonel Todd Lyons, USMC, July 2019

Foundations of Academic Writing

14 July 2020, 1500–1700

Graduate Writing Center

https://nps.edu/web/gwc
GWC AND DKL ZOOM WORKSHOPS
JULY 14 – AUGUST 14

- Refresh academic fundamentals
- Sharpen critical thinking skills
- Learn academic norms
- Strengthen writing mechanics
- “My Glory Never Dies”: Military in the Arts

- Library Quick Start
- Thesis Quick Start
- Citation Management with Zotero

SIGN UP: https://nps.edu/web/gwc/resident-workshops
Our Mission
To develop the writing and critical thinking skills of NPS students for success in graduate school and as military and civilian leaders.

Welcome to the Graduate Writing Center!

Being a good writer empowers you. In a world where careful analysis of security challenges is sincerely needed, writing well takes on increasing importance, not only as a means of communication but as a reflection of one's ability to think analytically and critically.

We become strong writers through practice, constructive feedback, and a solid understanding of writing techniques. Our coaches and instructors support you throughout this educational process, providing guidance as you develop course papers and thesis chapters. While our coaches do not edit your work, they help you develop your ideas, organization, logic, arguments, grammar, punctuation, and citation skills.

Click here to watch a brief (4:40) introduction to the GWC's mission and services. Click here to watch a brief video tutorial on signing up for writing coaching and workshops using WCOnline. Eyes left of the big blue button that will take you to WCOnline.

Online Drop-in Hours:

Mon-Fri 1200-1300
How to Look and Be Smart

Dr. Sandra Leavitt

Director, Graduate Writing Center and Thesis Processing Office

Summer 2020
AGENDA

1. Research: borrowed and original material
2. Why sources are so important
3. Academic norms 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

YOUR CONTRIBUTIONS

Write and Share

Repeat

Your thesis, paper, or article
Why are sources so important?

1. Provide existing knowledge and data

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

3. Allow you to model academic norms, rules, and integrity
I. Sources provide existing knowledge and data

- Save you **time**
- Improve your **accuracy**
- Demonstrate **your understanding** of a topic and what we know thus far
What types of information do you need?

1. **Descriptions**: Who, what, when, where
   - What happened, when? By and to whom?
   - What background and context do we need?

   What have others studied? How have others studied the problem?

2. **Explanations**: Why and how
   - Why did an outcome happen? How have others answered my question? Do their explanations make sense?

3. **Opportunities**: What’s debated? What’s missing?
Famine and Conflict: What do we know?

**Why Ireland exported food as thousands starved**

- Ireland, 1845–49
  - 20–25 percent died

- Ireland, 1845–49
  - Charles Edward Trevelyan believed the Irish were lazy and didn't deserve help
  - Trevelyan thought the famine was a ‘mechanism for removing surplus population’

**Research Question**

- Why did millions die during famines?

**India under British rule, 1876–78**

- 5.5 million people died

**China, Great Leap Forward, 1958–62**

- 20–40 million died

**Nigerian Civil War, 1967–69, military blockage**

- 100,000 died from combat
- 1.5 million died from starvation

**S. Sudan, Somalia, Nigeria, Yemen, 2017–18**

- 20 million at risk
- 2017: 50,000 Yemenis died from blockade
Why do famines happen?

1. Descriptive Data
   - Definitions
   - Locations, dates, deaths
   - Refugees and IDPs
   - Impacts
   - Conflicts
   - Natural disasters
   - Economic conditions
   - 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 or unintended consequences of war?
2. Sources can increase the quality, rigor, and integrity of your work

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

1. Contain trusted and transparent methods
2. Build on established theories and frameworks
3. Come from reputable organizations, publishers, and researchers

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

Be alert to bias!

Think critically, search deeply
Which is the “better” book?

Princeton University Press, 2015

Eating People Is Wrong
and Other Essays
on Famine Its Past and Its Future

Cormac Ó Gráda

World’s leading authority on famine
Other key scholars

Walker Books, 2011

Mao’s Great Famine

Frank Dikötter

Scholar
Univ. London;
Hong Kong Univ.
Chinese archives
3. Sources help you apply academic norms and integrity

PLAGIARISM IS SUCH AN UGLY WORD.
I PREFER TO SAY "CREDIT-FREE EXTERNALLY HARVESTED CONCEPT REDISTRIBUTION".

TOM GAULD for NEW SCIENTIST
Look Smart

Accurate citations tell your readers:

➢ You are a professional

➢ You respect their intelligence and time

➢ Your work can be trusted

➢ Others can confidently continue where you left off
Be Smart

Don’t plagiarize....

No statute of limitations

U.S. Army War College
master’s degree 2007

Col. U.S. Army (ret.)

U.S. Senator John Walsh

Plagiarized master’s final paper

Former U.S. Senator John Walsh

Former National Guard leader

Former master’s degree 2014
Fear can be a very powerful emotion that paralyzes some people and causes dangerous overreactions in others.
**Be Smart**

**Practice core principles**

Everything—words, ideas, data, definitions, theories, and images—in your academic papers is assumed to be yours, **UNLESS** it’s common knowledge **written in your own words**, **OR** you tell your reader otherwise.

**SIGNAL** that which belongs to someone else:

“The only thing we have to fear is fear itself.”

*Franklin D. Roosevelt*

As President Franklin D. Roosevelt revealed to a nation on edge in his 1933 inaugural address, “the only thing we have to fear is fear itself.”
Be Smart

Practice core principles

1. **Quote and cite** if you borrow *more than 5 words* in a unique sequence.
   
   As one unarmed protestors in Hong Kong explained, “after they tear-gassed us, we were no longer afraid” (NY Times, 2019).

2. **Paraphrase or summarize, and cite**, rewriting the original in your own words and writing style.
Final Tips

➢ Pay attention to sources and norms your readings

➢ Bookmark: libguide/nps.edu/citation
               my.nps.edu/web/gwc

➢ Study:
   • Signal phrases, paraphrasing, quoting, and summarizing
   • Debating your sources
   • Note-taking
   • Citation management software, i.e., Zotero

➢ Ask for guidance—writing coaches, librarians, faculty

➢ Practice!
We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.

Aristotle
(paraphrased)
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

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**
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
Need help with citation form? Dudley Knox Library’s Citation Guide has you covered!

Citation Guide
Learn how to cite articles, books, reports, theses, government documents, etc. using citation styles like APA, Chicago, IEEE, and more

Citation Styles by Department or Program

<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

- Drop-in hours: Mon–Fri, 1000–1400
- By appointment

- 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
14 July 2020
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 You Need to Know

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

Compliance Approval Tasks

To plan ahead and consolidate task records, this section provides lists of possible items that need additional approvals.

- Track approval requested and received dates.
- If item(s) are not completed before routing, advisor checks "HOLD" on Thesis Release and Approval Form (TRAF). Updates are allowed after student departs.

Compliance Tasks (by Student) (edit)

Contains items that primarily are the student's responsibility. Click (edit) to update.

Required at Proposal
Specify Methods at Thesis Proposal Stage

Edit Compliance Items by Student

<table>
<thead>
<tr>
<th>Compliance Items To Be Completed By Student</th>
<th>Date input format: mm/dd/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select all items which apply to your Applied Cyber Operations Capstone Report</td>
<td>Request Submitted</td>
</tr>
<tr>
<td>☐ None of the items in this section apply</td>
<td></td>
</tr>
<tr>
<td>☐ Human Subjects protocol review by IRB</td>
<td></td>
</tr>
<tr>
<td>☐ Travel approval (if fieldwork)</td>
<td></td>
</tr>
<tr>
<td>☐ SERE training (if fieldwork abroad)</td>
<td></td>
</tr>
<tr>
<td>☐ Country clearance (if fieldwork abroad)</td>
<td></td>
</tr>
<tr>
<td>☐ Review by student's sponsor</td>
<td></td>
</tr>
<tr>
<td>☐ Patent filed (if separate from advisor)</td>
<td></td>
</tr>
<tr>
<td>☐ Copyright permission(s)</td>
<td></td>
</tr>
<tr>
<td>☐ Other, student's responsibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Research Protection Program (HRPP)</td>
<td></td>
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</tbody>
</table>

Scroll down to reveal method types

Do you plan to engage in any of the following activities in support of your research activities?
Specify HSR (or Not) at Thesis Proposal Stage

**Human Research Protection Program (HRPP)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer a questionnaire or survey.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Conduct focus groups or interviews.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Observe human performance directly or indirectly (e.g., online, through analysis of information systems, crowd sourcing, etc.) with or without individuals' knowledge.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Audio or video record the activities of humans.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Use pre-collected data that contains any information about humans.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Test any equipment in which humans will serve as users.</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

**Human Subject Determination Info**

When answering YES to any of the above and before they begin their research, students must fill out a Human Subject Determination Request Form (available at [http://my.nps.edu/web/research/irb-home](http://my.nps.edu/web/research/irb-home)), have it signed by the advisor, send it to the HRPP Specialist at irb@nps.edu, and receive back an IRB determination. In the event the research evolves to include any of the above activities, the student must request a new IRB determination.

**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!