

Basics of Academic Writing II

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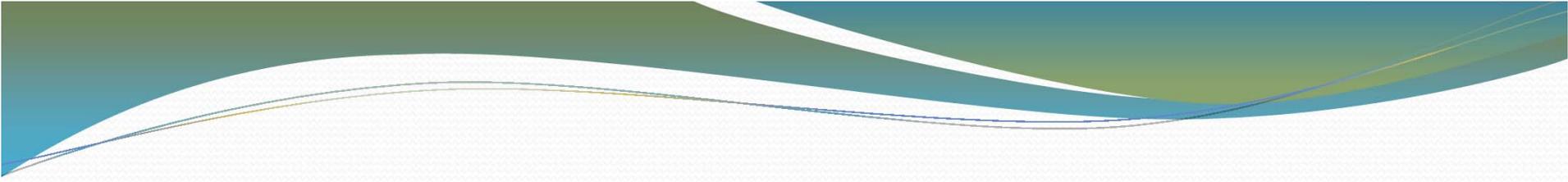


Graduate Writing Center
Naval Postgraduate School



Workshop Scope

- Grammar
- Style and Clarity



Grammar

- Articles
- Conjunctions
- Pronouns
- Prepositions

PARTS OF SPEECH

Part of Speech	Definition	Some Examples	
Nouns	people, places, things (and animals)	dog, cat, garden, work, music, town, Manila, teacher, Bob	The <u>sun</u> shines. <u>Anna</u> goes to <u>school</u> .
Pronouns	replace nouns	he, I, its, me, my, she, that, this, those, us, who, whom, you.	<u>John</u> is hungry. <u>He</u> wants to eat.
Verbs	show action or being	run, go, have, invite, laughed, listen, playing, singing, walk	The dog and cat <u>are running</u> .
Adjectives	describe nouns	angry, brave, healthy, little, old, red, smart, two, some, good, big, interesting	<u>Brown</u> dog. <u>Fat</u> cat. <u>Big</u> garden
Adverbs	describe verbs, adjectives or other adverbs	badly, fully, hardly, nearly, never, quickly, silently, well, very, really, almost	Runs <u>quickly</u> , Eats <u>very</u> slowly
Articles	signal that a noun is going to follow	the, a, an	<u>The</u> dog. <u>The</u> cat
Prepositions	show relationship between words in a sentence	above, before, except, from, in, near, of, since, between, upon, with, to, at, after, on	I am going <u>to</u> my garden <small>(Prep) (Object of the P)</small>
Conjunctions	connect words, phrases, clauses or sentences	and, or, but, so, after, before, unless, either, neither, because, since,	I was tired <u>so</u> I went to sleep.
Interjections	exclamations that express strong feelings	aha!, gosh!, great!, hey!, hi!, hooray!, oh!, oops!, phew!, oh!, ouch!, hi!, well	<u>Oops!</u> I spilled the milk.



Grammar: Articles

An article signals whether a noun has a general or specific connotation. Generally, you can insert articles *the*, *a*, or *an* before a noun when no other modifiers are present or before modifiers.

In other words, articles are attached to a noun to indicate the type of reference being made by the noun. “The” is a definite article (the cat); “a/an” are indefinite articles (a cat).

A/AN



↕
a ball

THE



The ball



↕
an apple



The apple



Articles

The Definite Article—*The*

- Use the definite article *the* to modify specific singular or plural nouns
- Use the definite article *the* to modify most initialisms—abbreviated words for which you pronounce the individual initials—if they stand alone.
- Do not use the definite article *the* to modify acronyms—abbreviated words that you pronounce phonetically—if they stand alone.

The Definite Article—*The*

Y/N? Why did cat cross the road? No

Y/N? Why did Cat cross the road? Yes

Y/N? Why did the cat cross the road? Yes

Y/N? The cats crossed the road. Yes

Y/N? None of the cats crossed the road. Yes

The Definite Article—*The*

Y/N? U.S. DOD includes DON, SOF, and SOC, not the NASA.

Y/N? The DOD includes DON, the SOC, and the SOF, not
NASA. **No**

Y/N? The U.S. DOD includes the DON, SOC, and the SOF,
not NASA. **Yes**



Articles

The Indefinite Article—*A/An*

- Use indefinite articles to modify non-specific singular or collective nouns.
- Select either *a* or *an* depending on the first sound of the word that follows it. Sometimes the vowel *u* mimics the consonant *y*.
- Sometimes the consonant *h* is silent.
- Use an indefinite article to indicate an affiliation with a group.

The Indefinite Article—*A/An*

Y/N? An Englishman walked into a bar, stayed for a hour, had a couple of beers, and left with an unicorn. **No**

Y/N? A European walked into a bar, stayed for an hour, had a couple of beers, and left with a unicorn. **Yes**

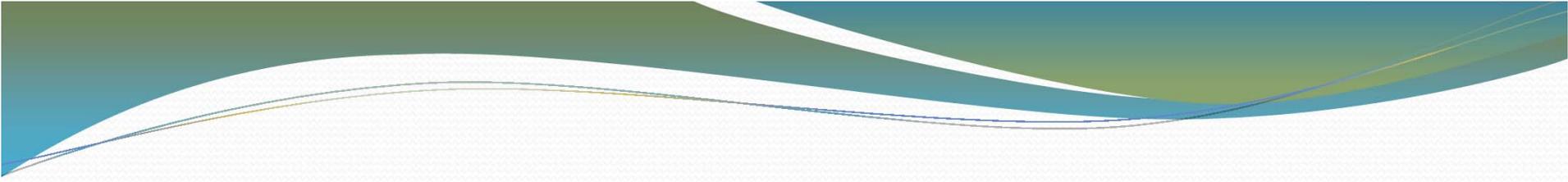
Y/N? An Englishman walked into a bar, stayed for an hour, had a couple of beers, and left with an unknown person. **Yes**

Y/N? Europeans walked into a bar, stayed for an hour, had a couple of beers, and left with a unicorn. **Yes**



Conjunctions

- The term *conjunction* applies to any one of the following categories: coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs.
- Conjunctions are used to connect dependent and independent clauses (complete sentences), to connect one idea with another, and to create parallel sentence structure.
- Conjunctions are unique parts of speech that enhance a writer's overall style and illustrate relationships between ideas within a special set of grammatical rules.
- Mastering the use of conjunctions reveals your sophistication and makes your writing more interesting.



Conjunctions have one job, to *connect*. They join words, phrases, or clauses together to clarify what the writer is saying. Their presence provides smooth transitions from one idea to another.



SENTENCE PATTERNS

① Independent clause.

SIMPLE

② Independent clause; independent clause.

COMPOUND

③ Independent clause, **but** [and, so, nor, yet, for, or] independent clause.

④ Independent clause **dependent** clause.

COMPLEX

⑤ **Dependent** clause, independent clause.

Try to learn it! <http://www.squidoo.com/sentence-patterns>

FANBOYS





Coordinating Conjunctions: FANBOYS

(for, and, nor, but, or, yet, so)

- Use a coordinating conjunction to connect an independent clause (complete sentence) to a dependent clause without a comma.
- Use a coordinating conjunction to connect an independent clause to another independent clause with a comma.
- Use a coordinating conjunction to group like items or to make a list within a sentence.
- And just in case you were wondering...correlative conjunctions make an appearance later under Parallel Construction.

Coordinating Conjunctions (FANBOYS)

Y/N? My cat cleans herself often, yet she eats from the garbage. Yes

Y/N? My cat cleans herself often yet she eats from the garbage. No

Y/N? The dog likes the cat, but the cat doesn't like the dog. Yes

Y/N? The dog likes the cat but the cat doesn't like the dog. No

Coordinating Conjunctions (FANBOYS)

Y/N? The boy ate the fish but hated it. Yes

Y/N? The boy ate the fish, but hated it. No

Y/N? We were hungry, so we made popcorn. Yes

Y/N? We were hungry so we made popcorn. No

Subordinating Conjunctions

Memorize!

after, although, as if, as though,
because, before, even though, if, if
only, once,
provided, so that, that,
though, till, when, whenever,
where, whereas, whether,
which, while

**Just
Kidding!**

Subordinating Conjunctions

connect two complete ideas by
making one of the ideas
subordinate or less important
than the other



Subordinating Conjunctions

- Use subordinating conjunctions to create logical relationships between two ideas.
- If the sentence begins with a subordinating conjunction, **use a comma between clauses.**
- If the sentence begins with a subordinating conjunction, do **not** follow it with a comma.
- If the subordinating conjunction appears between the two clauses, do **not** use a comma.

Here's a visual...

Subordinating Conjunctions:

Examples:

It is raining.

We have an umbrella.

} Both are independent clauses, simple sentences.

Add **because** to **It is raining**.

because it is raining

} This is no longer an independent clause or sentence.

Put the two clauses together.

Because it is raining, we have an umbrella.

OR

We have an umbrella because it is raining.

Subordinating Conjunctions

Y/N? Since she ate the pizza, there were no leftovers. Yes

Y/N? There were no leftovers since she ate the pizza. Yes

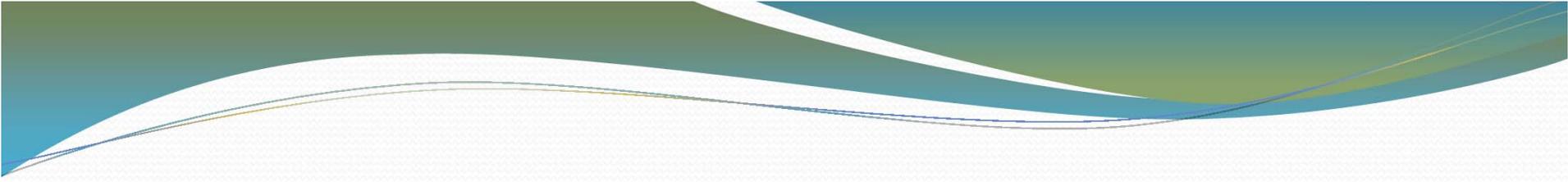
Y/N? Although, John presented another point of view, no one cared. No

Y/N? Although John presented another point of view, no one cared. Yes



Conjunctive Adverbs

accordingly, also, besides,
consequently, finally, for example,
for instance, furthermore, however,
indeed, instead, meanwhile,
moreover, nevertheless,
subsequently, then, therefore, thus



Conjunctive Adverbs

- Use a conjunctive adverb to make transitions between independent clauses.
- Always use a comma after a conjunctive adverb.
- Use commas to set off conjunctive adverbs in the middle of a sentence.

Conjunctive Adverbs

Y/N? Meanwhile, the cat and the dog slept soundly. Yes

Y/N? Students often omit commas. Yes
Consequently, thesis processors put them in.

Y/N? The fish appeared to be missing. Moreover the cat wasn't hungry. No

Y/N? John and Bill nevertheless, were happy about the blackout. No

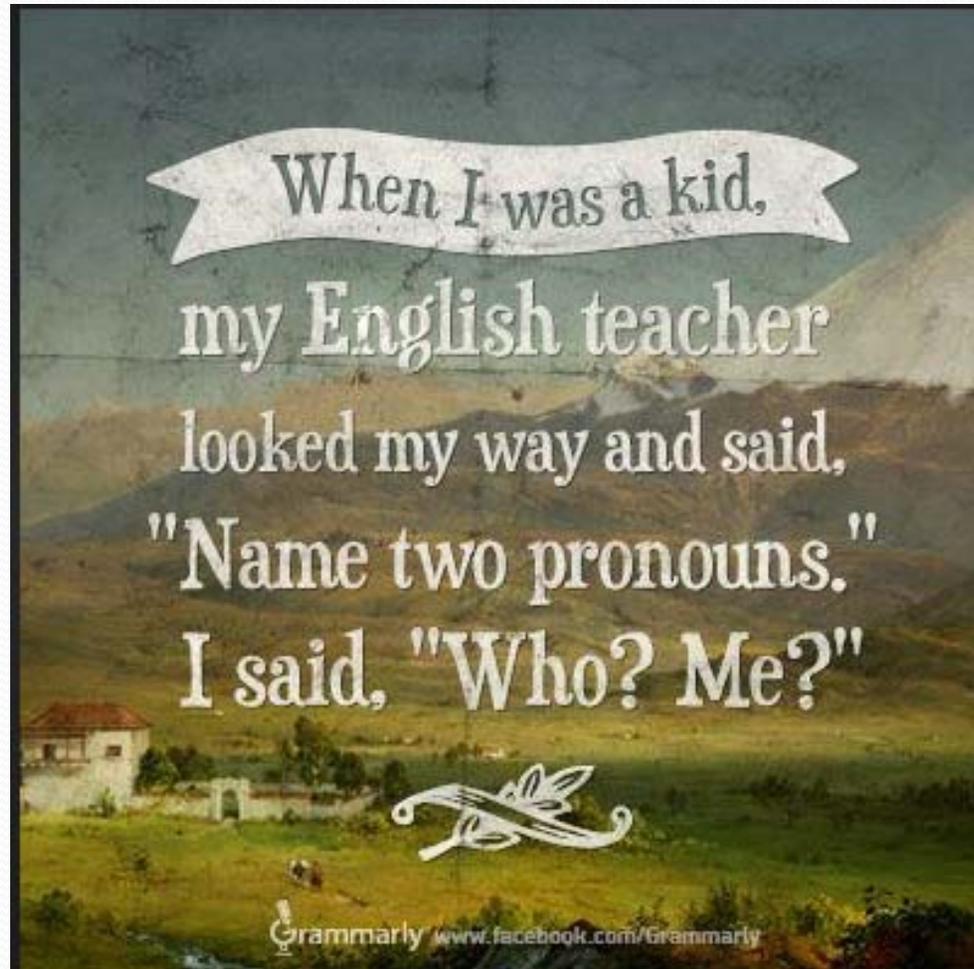


Relative Pronouns: who, whoever, which, that, whom, whomever, whichever

- These seemingly miniscule words create ongoing dilemmas for students (and the population in general) everywhere. This section attempts to demystify the most common pronoun errors. Three primary pronoun categories are discussed here: relative, personal, and indefinite.
- Pronouns are used in place of nouns to prevent repetition within the same sentence or within consecutive sentences, to differentiate subjects from objects, and to achieve sentence variety throughout a body of work.

Relative Pronouns: who, whoever, which, that, whom, whomever, whichever

- Use relative pronouns to define nouns more specifically.
- Use who, whom, whoever, or whomever to refer to people.
- Use *who* to replace a subject and *whom* to replace an object of a sentence.
- Handy trick for object and subject: I love you. *I* is the subject (doer); *you* is the object (center of the action)
- Handy trick for who/whom: he = who, him = whom
- Use the pronoun *that* to introduce essential information.
- Use a set of commas and the pronoun *which* to introduce nonessential information.
- “That” and “which” are restrictive and nonrestrictive elements, respectively.



Relative Pronouns (that/which)

Y/N? Pasta that is overcooked reminds me of stepping on worms. Yes

Y/N? Pasta, which is overcooked, reminds me of stepping on worms.

Y/N? (In a world in which bowling balls have three holes) No

Bowling balls that have four holes make me nervous.

Y/N? Bowling balls, which have four holes, make me nervous. Yes

Y/N? Who ate the candy that I brought this morning? No

Y/N: Who ate the candy which I brought this morning? Yes

Y/N: To our knowledge, Earth is the only body which sustains life. No

Y/N: To our knowledge, Earth is the only body that sustains life. No

Per academic writing standards, the last example is preferred. Yes

Relative Pronouns (who/whom)

Y/N? Who should I vote for? **No**

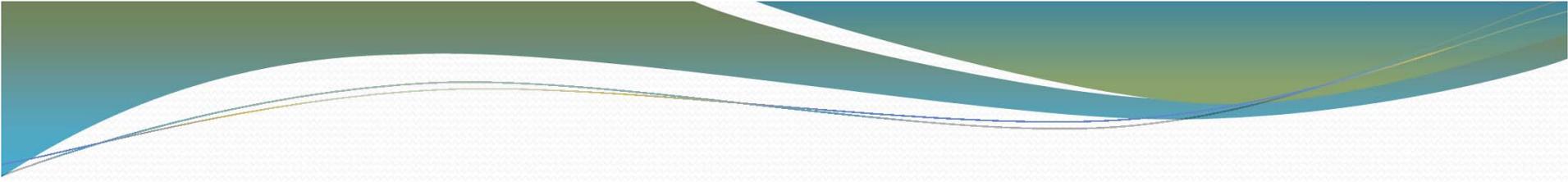
Y/N? I think I know who pulled that prank. **Yes**

Y/N? Who does she think she is, Madonna? **Yes**

Y/N? Whom should I say is calling? **No**

Y/N? Whoever wrote that story should be
reprimanded. **Yes**

Y/N? We will hire whomever you recommend. **Yes**



Personal Pronouns (third Person): she, he, it, they; her, him, them

Possessive pronouns (third person): his, her, hers, its, their, theirs



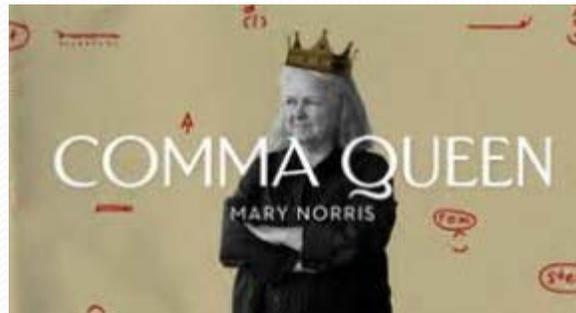
Dr. Macklin often brings his dog Champion to visit with the patients. He just loves to give big, wet, sloppy kisses!



Personal and Possessive Pronouns

- Ensure personal and possessive pronouns agree with the nouns they are replacing in number.
- If the noun is gender neutral, ensure the pronoun agrees in number.
- Use gender-neutral pronouns to refer to vessels (i.e., ships and aircraft); consult military style guides for military-specific, non-academic conventions.
- Use singular pronouns when referring to an individual organization.

Personal and Possessive Pronouns



I hate to say it, but the colloquial use of “their” when you mean “his or her” is just wrong. It may solve the gender problem, and there is no doubt that it has taken over in the spoken language, but it does so at the expense of number. (Norris 2015, 69)

(Mary Norris is the *New Yorker's* copyeditor who [or whom?] wrote *Between You and Me: Confessions of a Comma Queen*.)

It's “who”

Personal/Possessive Pronouns

Y/N? An experienced hiker **is** aware of **their** surroundings. No

Y/N? An experienced hiker **is** aware of **his or her** surroundings. Yes

Y/N? Experienced **hikers are** aware of **their** surroundings. Yes

Y/N? Experienced **hikers are** aware of **his or her** surroundings. No

Personal/Possessive Pronouns

Y/N? The cabinet is the “brain trust” of the president. Yes

Y/N? The cabinet are the “brain trust” of the president. No

Y/N? Members of the cabinet are the “brain trust” of the president. Yes

Y/N? Members of the cabinet is the “brain trust” of the president. No

Personal/Possessive Pronouns

Y/N? NPS is world-renowned. Its graduates are today's leaders. Yes

Y/N? NPS is world-renowned. Their graduates are today's leaders. No

Y/N? NPS are world-renowned. Its graduates are today's leaders. No

Y/N? Graduates of NPS are today's leaders. Yes

Y/N? NPS students is tomorrow's leaders. No



Indefinite Pronouns

Singular Indefinite Pronouns

anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something

Plural Indefinite Pronouns

both, few, many, several

Either Singular or Plural Pronouns

all, any, most, none, some



Indefinite Pronouns

- Use indefinite pronouns to indicate non-specific subjects and objects. Make sure they agree in number.
- An indefinite pronoun is vague and does not specify which noun it replaces.

Indefinite Pronouns

Y/N? Everybody needs to kick up their heels. No

Y/N? Everybody needs to kick up his or her heels. Yes

Y/N? Everybody needs to kick up his heels. No

Y/N? Everyone needs to kick up their heels. No

Y/N? Everyone needs to kick up his or her heels. Yes

Y/N? Everybody needs to kick up her heels. No

Y/N? Each teacher has a special style. Yes

Y/N? Each teacher has their special style. No

Y/N? Each teacher has his or her special style. Yes

Y/N? No one is immune. Yes

Y/N? No one are immune. No

Y/N? If they say they are immune, he or she is incorrect. No



Prepositions

A preposition tells a reader when and where something occurred as well as how it occurred.*

*www.grammar.net/prepositions



The puppy is *on*
the floor.



The puppy is *in* the
trash can.



The puppy is *beside*
the phone.

At tells where an object or subject is while **to** refers to another location

We arrived **at** the station.
Mary returned **to** the store.

Specific days require the preposition **on** or **for** while general measurements call for the preposition **in**

The whole family loves to go sailing **in** the springtime.
Are you going to the barbecue **on** the 4th of July?

When referring to a street or road, **on** is the word of choice

There's a bank **on** Birch Street.

Whenever an infinitive is used, a helping verb is required

CORRECT INCORRECT

I would like **to** visit Washington D.C

In some cases, a preposition is unnecessary

Go home
Go inside/outside
Go upstairs/downstairs
Go uptown/downtown

For measures time while **since** refers to a specific period

He has been traveling **for** five years.
He's been with the company **since** it was established.

About, around and **up to** are used to create approximate quantifications

Quantities

Use **in** or **for** with general measurements and **on** or **at** for specific dates

Muriel has a meeting **in** the morning.
The term paper is due **at** 8:00 AM on the 5th.

In refers to geographic regions, continents, counties and towns

Regions

14 things to keep in mind with prepositions

At refers to specific places and addresses

The Andersons live **at** 144 Byrd Lane.

Some constructions don't need additional prepositions

Off **of** ⇒ Off
Meet **up with** ⇒ Meet with
Where are they **at**? ⇒ Where are they?

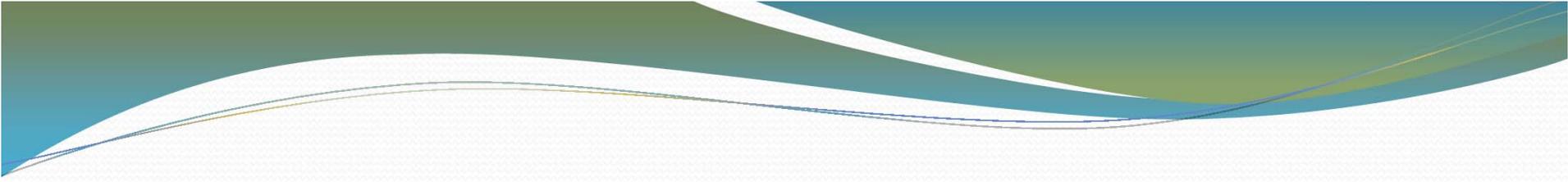
Phrases that require a preposition, include

Afraid **of**
Love **of**
Concern **for**
Study **for**
Worry **about**

When making comparisons, the second preposition can be omitted if it's the same as the first. However, it must be included if the second phrase requires a different preposition

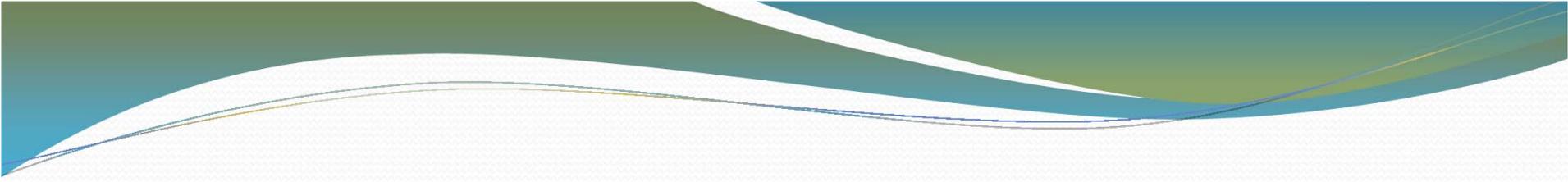
We drove **to** the beach and swam **in** the ocean.
The climate **in** the United States is much different than Norway.

Although ending a sentence with a preposition is considered incorrect, these constructions are used every day



Prepositions

- Prepositions are easily confused because many have nuanced meanings. Use the following tips adapted from www.grammar.net/prepositions to prevent confusion and to promote clarity:
 - Use *at* to identify where an object or subject is; use *to* for other locations.
 - Use *for* to measure periods of time; use *since* to reference a past event.
 - Use *in* and *for* to indicate general measurements (and yes, time is a measurement); use *on* and *at* to indicate specific dates or times.
 - Use *about* and *around* to estimate quantities.
 - Use *in* when referring to geographical locations.
 - Use *on* when referring to road or street names.



Prepositions (con't)

- Sometimes the presence of a prepositional phrase tricks writers into mismatching their subjects and verbs. **Problems with subject-verb agreement are some of the most common. If you cannot decide which verb to use, try removing the words between the subject and verb.**

Prepositions

Y/N? Jim has worked at Sears for 20 years. Yes

Y/N? She arrived at the store around 4 pm. Yes

Y/N? Apartments in New York City is expensive. No

Y/N? The blue areas on the map indicate water. Yes

Y/N? I met the nicest people at Venice, Italy. No

Y/N? I met the nicest people at the Venetian in Vegas. Yes



ACTIVITY 1

Fill in the blanks with the correct word.

1. **The** United States supplied **its** own representative **to** the international conference.
2. After picking up **her/their/a** (all are correct) prescription **at** the pharmacy **comma** she discovered that she left her keys at **no “the”** Whole Foods.
3. **Who** is the focus of this hearing? **Is** the panel ready for **its** screening?
4. Additionally **comma** tricky sentences make **him/her/them/one** (all are correct) stumble.
5. A high-school student created **no “the”** NASA-approved satellites.
6. Amy did not like the media’s portrayal of the trial **comma** so **she** read the transcript **no comma** instead.
7. Brad liked to eat, cook, and **sleep on** vacation.
8. After attacking the vampires **comma** Steve woke up refreshed.
9. The NPS library closes at 1700 hours today **comma** but the library was empty **no comma** anyway.
10. Each of Professor Smith’s classes **is** a genuine learning experience.
11. Please find the person **who** left **his or her** wallet in the cab.
12. New York City **has** heightened **its** airport security; for example **comma** Kennedy Airport’s lounges now **have** undercover police on patrol at all times.
13. The red potato **comma which** appears green in this light **comma** is local to our area.
14. Monterey citizens **have** little reason to fear Sasquatch.

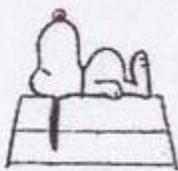
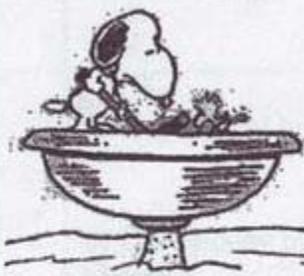


Style and Clarity

- Verb Tense
- Modifiers
- Parallel Sentence Structure

The 12 Tenses

	Simple	Progressive	Perfect	Perfect Progressive
Present	I eat	I am eating	I have eaten	I have been eating
Past	I ate	I was eating	I had eaten	I had been eating
Future	I will eat	I will be eating	I will have eaten	I will have been eating

SIMPLE	PROGRESSIVE	PERFECT	PROGRESSIVE PERFECT
			
<p>He plays. Habitual:</p>	<p>He is playing. Continuous:</p>	<p>He has played. Experiential:</p>	<p>He has been playing. Past experience affecting the present</p>
<p>He played in the past and will play in the future.</p>	<p>He is playing <u>now</u>.</p>	<p>He has experience as a hockey player.</p>	<p>He recently played hockey, so now he is tired.</p>
<p>--- —————→ past now future</p>	<p>— —————→ past now future</p>	<p>--- —————→ past now future</p>	<p>— —————→ past now future</p>



Verb Tense

- Passages that shift dramatically in verb tense can be jarring for readers. Follow these simple guidelines to improve the flow of your papers.
 - Use past tense
 - To describe your methodology and report your results
 - When referring to the work of previous researchers
 - To describe a fact, law, or finding that is no longer considered valid or relevant
 - Use present tense
 - To express findings that continue to be true
 - To refer to the article, thesis, or dissertation itself
 - To discuss your findings and present your conclusions.
 - To discuss your results and their implications
 - Do not use the future tense when to describe the methods and data of your completed experiment or reference text within your thesis. Why? It's already done!

(Adapted from Publication Manual of the American Psychological Association, 5th Ed. From February 2010 issue of the Graduate Connections Newsletter, pp 16-17, University of Nebraska-Lincoln, Office of Graduate Studies. ©2010.)

Verb Tense—Simple Present Tense

Y/N? Research shows that four out of five dentists recommended Trident. **No**

Y/N? Dr. Potatohead's studies prove that moths are devils. **Yes**

Y/N? The 2016 presidential race was nerve-racking. **Yes**

Y/N? Current data concluded that only 48% of registered voters vote. **No**

Y/N? Our study shows that ounce for ounce, dogs eat more than cats. **Yes**

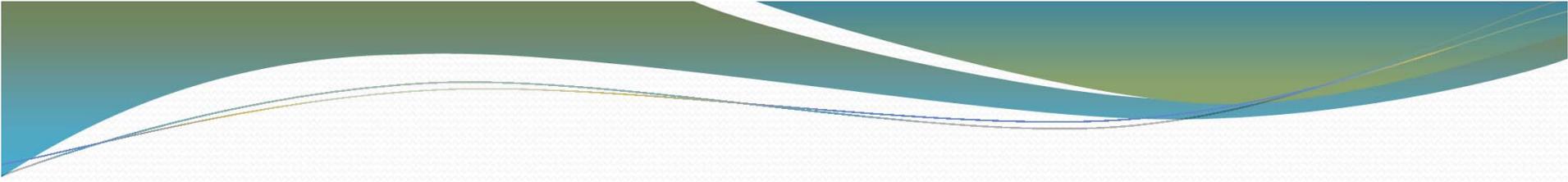
Verb Tense—Simple Past Tense

Y/N? The 1957 study conducted by Smith found that margarine was better for you than butter, but nutritionists today disagreed.

Y/N? The 1945 study conducted by the Michigan Arborists suggested that clear-cutting destroyed habitats.

Y/N? All candidates failed the test.

Y/N? Dr. Johnson provides excellent data supporting his team's earlier findings.



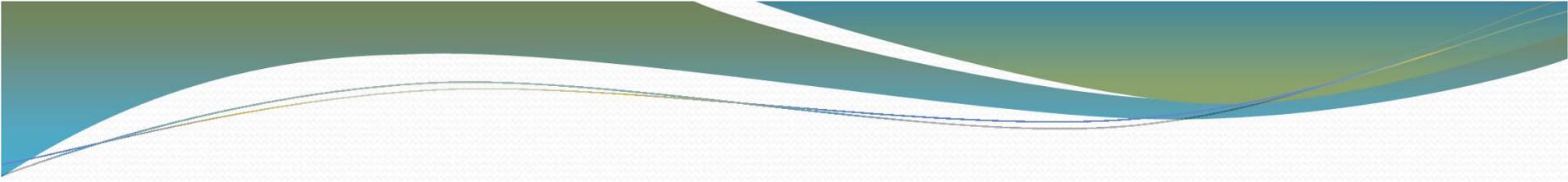
Modifiers

Modifiers—either words or phrases—should provide more information about a subject or object within a sentence. A dangling modifier—usually in the form of an introductory element—implies but does not name the subject or the object.

**A MISPLACED
MODIFIER CAN
MAKE YOU AN
ACCIDENTAL
COMEDIAN.**



MADE WITH  BY [CANVA.COM](https://www.canva.com)



Modifying Phrases

- Write in the active, not passive, voice.
- Switch it around; often moving and revising the introductory element will clarify the sentence.
- Modify the introductory element so it becomes a subordinating clause or prepositional phrase.
 - Ensure that your introductory element has a subject and a verb.

Covered with hot melting
cheese I ate the pizza.



I ate the pizza covered with
hot melting cheese.



Modifying Phrases

Y/N? Having finished my dinner, the waitress offered to bring out the dessert tray. **No**

Y/N? Once I finished my dinner, the waitress offered to bring out the dessert tray. **Yes**

Y/N? Without knowing his name, it was hard to introduce him. **No**

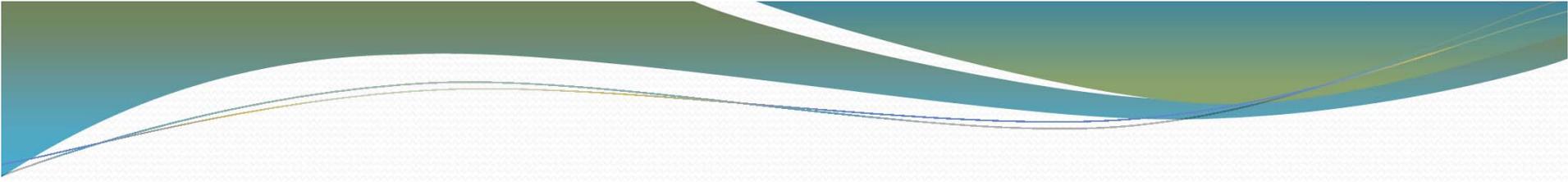
Y/N? It was hard to introduce him without knowing his name. **Yes**

Y/N? A cop just knocked on my door and told me my dogs were chasing people on bikes. **No**

Y/N? A cop just knocked on my door and told me my dogs were chasing people that were on bikes. **Yes**

Y/N? The park ranger spotted a beaver peering through his binoculars. **No**

Y/N? Peering through his binoculars, the park ranger spotted a beaver. **Yes**



Parallel Sentence Structure

Parallelism gives equal weight to words with the same level of importance

- Use with a gerund (-ing)
- Use with infinitive phrases (to, the)
- Use with adverbs (-ly)

Do NOT mix.

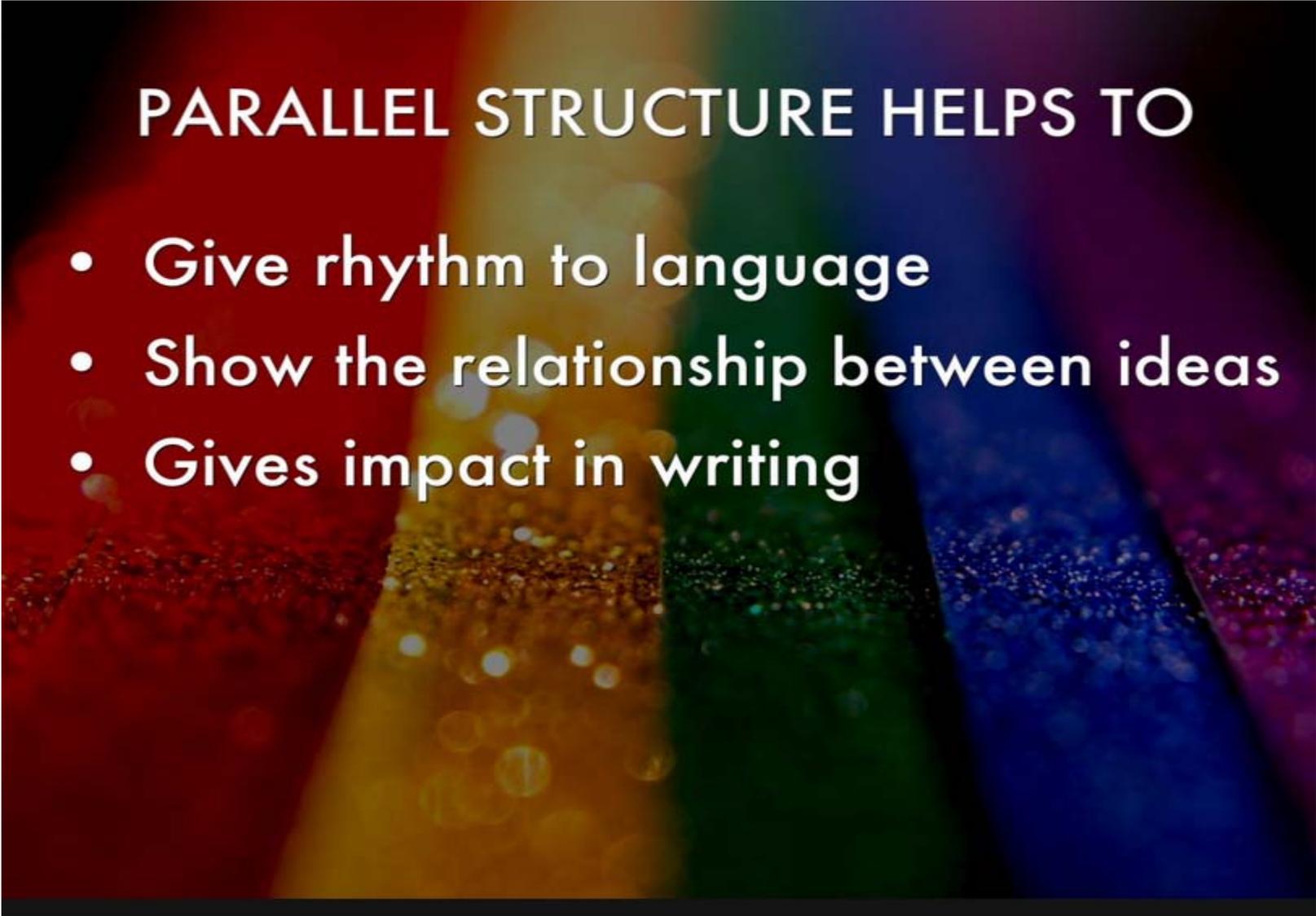
ITEMS IN A SERIES

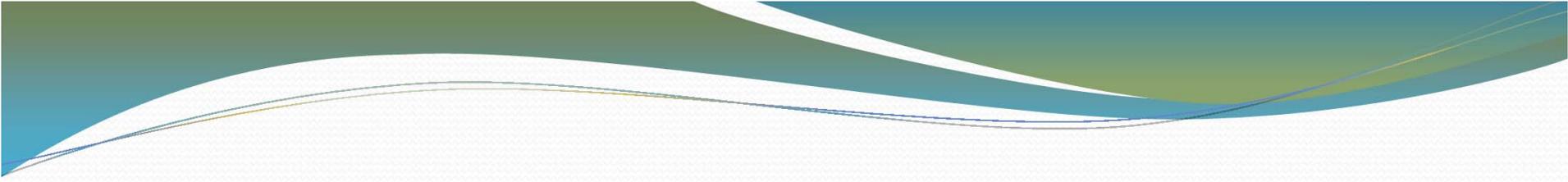
**Sasquatch enjoys taking long walks in the forest,
playing with small woodland creatures,
and to devour wandering tourists.**

-ing words = gerunds



PARALLEL STRUCTURE HELPS TO

- Give rhythm to language
 - Show the relationship between ideas
 - Gives impact in writing
- 



Parallel Sentence Structure

- Achieve parallelism in a sentence containing a list of words or phrases beginning with the same part of speech; **make sure to include the serial comma.**
- Achieve parallelism by ensuring list items follow from the same verb.

Parallel Sentence Structure

Y/N? To succeed is opening a new opportunity. **No**

Y/N? To succeed is to open a new opportunity. **Yes**

Y/N? Her priorities were eating, drinking, and sleeping. **Yes**

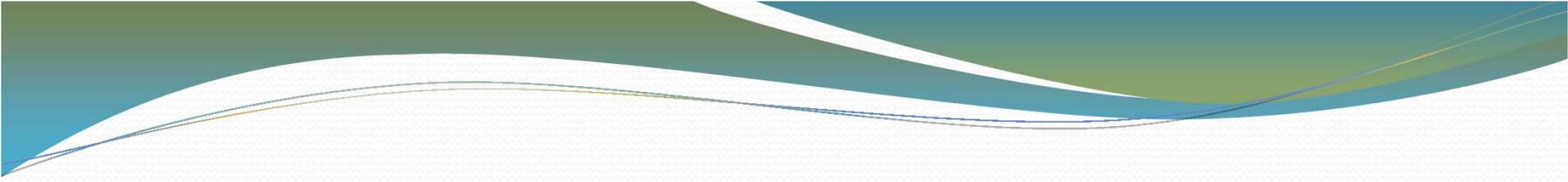
Y/N? Every single night she brushed her teeth, flossed her toes, and fed her squash. **Yes**

Y/N? I like swimming better than to dive. **No**

Y/N? I like swimming better than diving. **Yes**

Y/N? She ate quickly, brushed her cat thoroughly, and read her book like a good little girl. **No**

Y/N? She ate quickly, brushed her teeth thoroughly, and quietly read her book. **Yes**



Correlative Conjunctions

Correlative conjunctions stress equality and balance, emphasizing the relation between elements, even long phrases and clauses. The elements should be parallel to conform their relation.

- The coordinating conjunctions *and*, *but*, *or*, *nor*, and *yet* always signal a need for parallelism.
- If the sentence elements linked by coordinating conjunctions are not parallel in structure, the resulting sentence will be awkward and distracting.

LIST of CORRELATIVE CONJUNCTIONS



CONJUNCTION	FUNCTION	EXAMPLE
Both... and	ADDITION	<u>Both</u> San Francisco <u>and</u> Sydney have beautiful harbors.
Not only... but also	ADDITION	Japanese food is <u>not only</u> delicious to eat <u>but also</u> beautiful to look at.
Either... or	ALTERNATIVE	Bring <u>either</u> a raincoat <u>or</u> an umbrella when you visit Seattle.
Neither... nor	ALTERNATIVE	My grandfather could <u>neither</u> read <u>nor</u> write, but he was a very wise person.
Whether ... or	CONDITION	The newlyweds could not decide <u>whether</u> to live with her parents <u>or</u> to rent an apartment.

Correlative Conjunctions

Y/N? Neither the ducks or chickens were sold at auction. **No**

Y/N? Neither the ducks nor the chickens were sold at auction. **Yes**

Y/N? My dog could not decide between the beef or fish. **No**

Y/N? My dog could not decide between the beef or the fish (or between beef or fish). **Yes**

Y/N? Every night either the garbage trucks and the howling wolves wake me up. **No**

Y/N? Every night either the garbage trucks or the howling wolves wakes me up. **Yes**

ACTIVITY 2

Editing test.



minutes

Editing Test

The mission of Naval Postgraduate School was providing relevant, but unique advanced education, research programs to increase combat effectiveness of officers commissioned at the Naval Service to enhance the security of the United States. Furthermore and to sustain academic excellence, the NPS and DON fosters and encourages program of relevant meritorious research while building the intellectual capital of Naval Postgraduate School faculties that support the need of Navy and Departments of Defense.

In addition to make the most of this exercise additional text is added by the instructor. Reviewing this, she became nervous that time runs out. Her concerns:

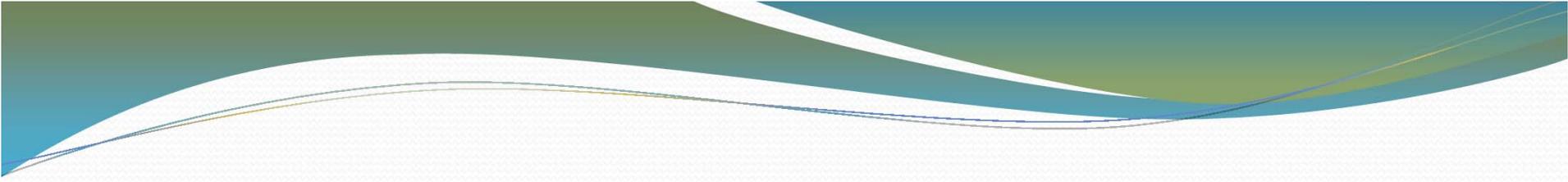
1. Activity 1 runs too long
2. Students texting
3. Running out of candy.

Edited Text

The mission of the Naval Postgraduate School (NPS) ~~was providing~~ is to provide relevant, ~~but~~ and unique advanced education, ~~and~~ research programs to increase the combat ~~effectiveness~~ effective of ~~commissioned~~ officers ~~commissioned at~~ of the Naval Service to enhance the security of the United States. Furthermore, and to sustain academic excellence, ~~the~~ NPS and the DON fosters and encourages a program of relevant meritorious research while building the intellectual capital of Naval Postgraduate School faculties that support the needs s of the Navy and the Departments of Defense.

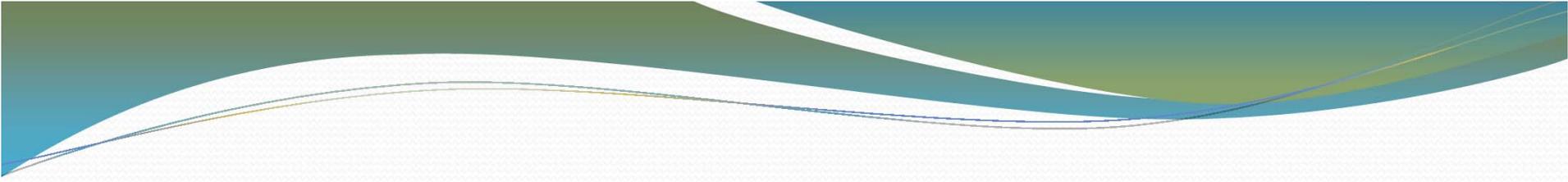
In addition, to make the most of this exercise, additional text ~~is~~ was added by the instructor. ~~Reviewing this,~~ Upon review she became nervous that time ~~would run~~ runs out. Her concerns:

1. Activity 1 ~~running~~ taking too long
2. Students texting
3. Running out of candy.



Original Mission Statement

The mission of the Naval Postgraduate School is to provide relevant and unique advanced education and research programs to increase the combat effectiveness of commissioned officers of the Naval Service to enhance the security of the United States. In support of the foregoing, and to sustain academic excellence, NPS and the DON foster and encourage a program of relevant and meritorious research which both supports the needs of Navy and Department of Defense while building the intellectual capital of Naval Postgraduate School faculty.



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