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
31 March 2022, 1500–1700

Graduate Writing Center
https://nps.edu/web/gwc
GWC Coaching

- **Synchronous**—1:1 in real time
- **Asynchronous**—emailed feedback
- **Drop-in**—quick questions; last minute
- **Write-ins**—structured studying
GWC AND DKL WORKSHOPS
NOW! – APRIL 29, 2022

• 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
WRITING A PAPER OR THESIS?  
WE'VE GOT YOU.  

GWC Write-ins

Dedicate time to write and concentrate.  
Set and meet writing goals.  
Team with writing coaches and librarians.  
Join and support your peers.

Fridays, 1000–1430  
Meet in Herrmann Hall or on Zoom!

HTTPS://NPS.EDU/WEB/GWC/WRITE-INS
Thank you for attending *Foundations.* Please fill out our survey.

Questions?
Meet us in the webinar chat.

https://nps.edu/gwc  writingcenter@nps.edu
Four Main Take-Aways

- We expect to hear your ideas and voice
- Military and academic writing are both similar and different
- Thinking, research, and writing work together
- The quality of your research—and quality of your writing and thinking—depends on the quality of your sources
I. Embrace Expectations

Your voice, even dissent, 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 will explore serious challenges.

You will generate new ideas, new ways of thinking.

You will become more creative and logical.

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

~Col Todd Lyons, USMC, 2019
2. Understand Military and Academic Writing

- Purpose
- Structure
- Style
### 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 legitimacy and evidence

### Academic Writing

1. **Share knowledge**… educate, debate, create

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

3. **Persuade** by legitimacy, evidence, logical, and argument
<table>
<thead>
<tr>
<th>Military Writing</th>
<th>Academic Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Standard</strong> forms, sentences</td>
<td><strong>1. Standard</strong> sections + freedom</td>
</tr>
<tr>
<td><strong>2. “BLUF”</strong></td>
<td><strong>2. “BLUF”</strong></td>
</tr>
<tr>
<td>• Topic, scope</td>
<td>• Topic, scope</td>
</tr>
<tr>
<td>• Recommendations</td>
<td>• Thesis, argument</td>
</tr>
<tr>
<td>• Relevant facts, known</td>
<td>• Relevant facts + unknown</td>
</tr>
<tr>
<td>• Competing solutions</td>
<td>• Competing explanations</td>
</tr>
<tr>
<td>• Hide “behind the scenes” methods or thinking</td>
<td>• Show “behind the scenes” methods and logic</td>
</tr>
</tbody>
</table>
### Military Writing
- ✓ Accurate
- ✓ Clear
- ✓ Concise
- ✓ Free of grammatical or mechanical error

### Academic Writing
- ✓ Accurate
- ✓ Clear
- ✓ Concise
- ✓ 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>5. “Institutional” voice</td>
<td>5. Unique writing style</td>
</tr>
<tr>
<td>7. Source credits uncommon</td>
<td>7. Source credits crucial</td>
</tr>
</tbody>
</table>
3. Weave together Thinking, Research, Writing

MORE SOURCE CONTRIBUTIONS

MORE OF YOUR ORIGINAL CONTRIBUTIONS

Research Question

Hunt & Gather

Analyze

Write up & Share

Repeat

“Good writing is clear thinking made visible.”
4. Know How and Why to Use Sources

A. Provide existing knowledge

- Save time
- Increase accuracy
- Show what you know
4.B. To increase your work’s quality and integrity, look for:

- **Research Questions**
- **Data**
- **Theories**
- **Methods**

Steps:
- Hypothesize
- Test
- Collect, record
- Analyze
- Write and Share
...Or look for these

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

2. Explanations—Why
   • How have others explained similar events?
   • Do their explanations make sense?
   • Might their explanations hold true for other cases?

3. Opportunities—What hasn’t been done?
   Save time • Demonstrate understanding • Increase accuracy
Famine’s Link to Conflict: What do we know?

Ukraine famine under Stalin (1932–33)
Holodomor, intentional “death by hunger”
4 million died

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

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

Yemen Civil War (2017–18)
Starvation from blockade
50,000 died
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

Why do governments implement policies that cause famine?
<table>
<thead>
<tr>
<th>Intentional</th>
<th>Unintentional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sieges</td>
<td>Blocking migration</td>
</tr>
<tr>
<td>Blockades</td>
<td>Sanctions</td>
</tr>
<tr>
<td>Coercion and submission</td>
<td>Limited aid</td>
</tr>
<tr>
<td></td>
<td>Weak states</td>
</tr>
<tr>
<td></td>
<td>Climate crisis responses</td>
</tr>
<tr>
<td></td>
<td>Type of war</td>
</tr>
</tbody>
</table>
Why do governments implement policies that cause famine?

"It's not whether we are going to have a [global] food crisis. It's how large that crisis will be."
~United Nations

G7 countries "remain determined to do what is necessary to prevent and respond to a food crisis."
~G7 Leaders’ Statement

Ukraine War Impacts

- Surge in fertilizer cost, shortages
- No planting, no harvesting
- Lack of imports and exports
- Workers fled or are now fighters
- Rise in food prices
- Lack of funding
4.C. Even more reasons to use sources

- Learn **academic norms**
- Discover additional **sources in references**
- Transfer **sources’ reputation** to you
For positive reputation transfer, look for:

- Established **theories and frameworks**
- Transparency about **methods and scope**
- **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**

*Eating People Is Wrong* and Other Essays on Famine and Its Past and Its Future by Cormac Ó Gráda

- World’s leading authorities on famine

**Doubleday, 2017**

*Stalin’s War on Ukraine: Red Famine* by Anne Applebaum

- Journalist and Professor of Practice, London School of Economics
Today’s Take Aways

1. Hear from YOU
2. Make sources work for YOU
3. Thinking + Research + Writing
4. Make sources work for YOU
Aileen B. Houston
Deputy Director, Graduate Writing Center

PLAGIARISM PREVENTION 101
Using Sources in Your Researched Writing
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
UNDERSTANDING SOURCES

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
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

Don't quote: proper nouns, key terms, common phrasing, highly technical (equations)

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

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

**Patchwriting**
- Small changes
- Same sentence structure

Never patchwrite in a final paper.

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

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

Helps your readers identify your source use, helps you establish membership in your academic community
USE THE CITATION GUIDE
https://libguides.nps.edu/citation

Essential Rules

<table>
<thead>
<tr>
<th>Title Case</th>
<th>Sentence case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love among the Ruins: A Memoir of Life and Love in Hamburg, 1945</td>
<td>Love among the ruins: A memoir of life and love in Hamburg, 1945</td>
</tr>
</tbody>
</table>

Capitalize everything except:
- conjunctions (and, but, or, etc.)
- prepositions (to, of, on, among, between, etc.)
- articles (a, an, the)

Capitalize only:
- the first and last words in titles and subtitles
- proper nouns

Citations and refs by source type

Use a citation manager to save time and organize; check against the citation guide for errors
Full lesson on GWC site

nps.edu/web/gwc/quick-clips-and-tips#plagprevention

Games
Explanations
Additional resources
The Writing Process

Kate Egerton, PhD

Graduate Writing Center
Naval Postgraduate School

Spring 2022
Learning Tools

On this site, you’ll find information to optimize your learning environment, develop strategies for graduate-level success, and manage personal challenges that affect learning and mission completion. Download a quick guide of resources (PDF) on this site.

Many resources are self-help, while others are made available through NPS program officers, faculty members, the Office of the Dean of Students, the GWC, and Dudley Knox Library. Faculty and staff are committed to protecting your privacy.

Please download the NPS Key Contacts guide, which gives you options for health services, counselors, the NPS Chaplain, the Crisis Line, and other sources of assistance for you and your family.

✔ 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
**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**

**Graduate Writing Center**

- **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

**Thesis Processing Office**

- **Email:** thesisprocessingoffice@nps.edu

**New! Zotero Examples**
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
31 March 2022
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?

Experiment and/or Simulation

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!_
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?

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

No

Survey, focus group, interview, questionnaire, audio/video recording, or secondary information about people

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

No
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

Cooperate and Graduate!!