

Graduate Writing Bootcamp

Welcome! We are so glad you are here!

Presented by:

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Agenda

- Introductions
- Academic and Disciplinary Writing Conventions
- Finding and Integrating Sources with Zotero
- Reading and Writing Rhetorically
- The Writing Process/Organizing your Papers
- Lunch and Learn: Citation Workshop
- Revising your Writing
- Tips from Current Students
- Steps and Canvas Course
- Coming Up/Questions and Answers

We are excited to have students from so many different disciplines participating! We have designed this bootcamp to include information relevant for all disciplines. Please talk to faculty in your discipline and/or your subject matter librarian for discipline specific information.

Introductions

In the chat box, please introduce yourself:

Share your program and one thing you hope to take away from this bootcamp.



Academic and Disciplinary Writing Conventions

Academic Writing Conventions

- Formality– academic writing is *typically* expected to be formal. This means that you will want to avoid:
 - Contractions
 - Slang/internet slang, colloquialisms
 - Less formal words
 - Strong emotions
 - Emoticons =)
- Point of view – often, but not always, third person is the norm in an attempt to sound neutral and objective. (Note that this has changed in many disciplines in recent years and may actually be discouraged.)
- Making claims – claims are your central ideas. They should be written as facts, but open to debate. Claims should demonstrate your depth of thought and understanding. They must be supported by evidence from credible sources!

- Clarity and conciseness – get to the point! Avoid overly stilted prose.
- Paraphrase and summarize – avoid excessive quotations. Instead, paraphrase and summarize information from your sources in your own words.
- Writing rhetorically – be aware of your audience, purpose, context, argument, voice, credibility, and more.
- Follow the style/formatting requirements used by your discipline

Graduate level writing often requires deeper knowledge of disciplinary and genre conventions, as well as awareness of the rhetorical situation since your audiences now include colleagues and experts in the field.

Disciplinary Writing Conventions: Social and Behavioral Sciences

- Understand the difference between primary (both qualitative and quantitative) and secondary research and know where your research lies.
- Understand your audience, and thus what style you will be utilizing.
- Understand the organization/format of your writing project.
- Consider quality over quantity. State your points concisely and avoid redundancy.
- Discuss your work with others, and read and give feedback on others' drafts. Being a good editor is being a good writer.
- Develop communication skills needed by professionals, including the following: policy, business plans, environmental impact statements, research reports, grants, and other documents as required.
- Develop oral and non-verbal communication skills which will focus on culturally sensitive communication.
- Effectively integrate logical reasoning and empirical evidence and opportunities for career preparation and professional development.
- Examine inductive and deductive approaches to scientific inquiry.
- Students will be presented with a variety of topics and issues that focus on research methods, theoretical perspectives, and applicable case studies.

Disciplinary Writing Conventions: Arts and Letters

History

- A history essay is analytical rather than descriptive. It is not enough to describe what happened or to write a narrative of past events. You must argue a position.
- Essays also attempt to persuade. Having posed a question or problem in the first paragraph of your essay, and having stated your thesis, you then need to convince your reader of the validity of your position. In order to persuade, you need to argue in a logical fashion.
- You must provide evidence to support your argument. Use examples and quotes from secondary and primary sources.
- You must consider evidence that seems contradictory to your thesis and explain why your argument remains valid.
- Cite your sources using proper formatting (Chicago Manual of Style).

Global Languages and Cultures

- Read a lot of academic articles in your area of study to enhance the content of your essays. This also provides ideas/suggestions of what the format is of a specific text. Working with examples of what you want to achieve in your own essay is very beneficial
- If the writing assignment is confusing, clarify expectations and evaluation methodology with the instructor.
- Create an outline at the beginning to help with reading a proposed topic and organizing your ideas.
- It is good idea to have other people read your drafts in order to clarify meaning or structure.
- Use tools to polish your language like Wordtune, Grammarly or other tools that help with editing.

Disciplinary Writing Conventions: Engineering, Informatics, and Applied Sciences

- Learn from people that are good at it. I recommend "The Craft of Research" and "The Elements of Style" to get started in academic writing. Getting good writers to comment on your writing can be even more valuable.
- Understand the conventions and language of your audience. Use style guides and reference formats appropriate to your discipline and the specific venue where you intend to publish. Read other successful papers in the venue you are targeting to discover other unwritten rules. Do this at the start of your writing process and not the end! The very structure and organization of your work might be largely dictated by the venue where you publish.
- Write a lot. It's better to have volumes of material to edit down than be in the unenviable position of having just a little material that needs to be expanded.
- Learn to be self-critical. Good writers edit and re-edit their prose as they might polish a stone. I do major edits and reorganization in a word processor but as the drafts get closer to a final form, I print my work and use a red pen. Being good at this requires you engage deeply in #1.
- In writing that requires math, bullets, figures, or other elements that aren't words, integrate them into your prose such that these elements can be read naturally and follow normal style conventions. For example, don't start using sentence fragments just because you are using bullets and don't include math equations without seamlessly introducing and explaining them as part of your prose.
- BONUS: In many areas of engineering, math, and computer science, you **need** to learn the LaTeX typesetting system. Some publications will accept nothing but LaTeX. It might seem odd and quirky at first, but it's an amazing technical writing tool. I've used it to compose technical publications 100s of pages long where something like Word would have choked. If you have complex mathematical equations or computer code that needs to be typeset, there's really nothing else that will do. LaTeX has been so influential that some software supports a subset of LaTeX for typesetting math (Apple's Keynote and Pages being two notable examples).

Disciplinary Writing Conventions: Education

- The literature review and discussion sections should serve as bookends and talk to each other. No new literature should be introduced in the discussion section - this section should focus on how the study speaks back to the previous literature that was introduced in the lit review.
- There should be a clear problem statement that consists of what we already know about the issue, what remains to be known, and how the study will address what remains to be known.
- The introduction should have the concise problem statement while the literature review acts as an expanded version.
- There should be a clear conceptual/theoretical framework for the study and it should be defined and then operationalized in the context of the study.
- Findings should be interpreted through the lens of the study - don't make readers guess about how the findings are connected.

Using the library & finding sources effectively

What emoji best represents how
you feel about library research?

Types of Sources

The type of sources you will be using are heavily dependent on your specific discipline. Disciplinary norms will dictate whether it is acceptable to use various types of sources. For instance, conference proceedings may be as important to an engineer as an archival source for a historian.

Different types of sources are found in different places. The library has databases for legal information, tests & measurements, conference proceedings, dissertations, music, scholarly articles, videos, etc. but it's not the first stop for all types of information.

Primary vs Secondary

Primary Sources

A primary source in science is a document or record that reports on a study, experiment, trial or research project. Primary source research articles are usually written by the person(s) who did the research, conducted the study, or ran the experiment, and include hypothesis, methodology, and results.

Primary Sources include:

- Pilot/prospective studies
- Cohort studies
- Survey research
- Case studies
- Lab notebooks
- Clinical trials and randomized clinical trials/RCTs
- Dissertations

Secondary Sources

Secondary sources list, summarize, compare, and evaluate primary information and studies so as to draw conclusions on or present current state of knowledge in a discipline or subject. Sources may include a bibliography which may direct you back to the primary research reported in the article.

Secondary Sources include:

- reviews, systematic reviews, meta-analysis
- newsletters and professional news sources
- practice guidelines & standards
- patient education Information
- government & legal Information
- monographs

Reviews

Systematic reviews - Systematic reviews are best for answering single questions (eg, the effectiveness of tight glucose control on microvascular complications of diabetes). They are more scientifically structured than traditional reviews, being explicit about how the authors attempted to find all relevant articles, judge the scientific quality of each study, and weigh evidence from multiple studies with conflicting results.

Meta-analysis - Meta-analysis, which is commonly included in systematic reviews, is a statistical method that quantitatively combines the results from different studies. It can be used to provide an overall estimate of the net benefit or harm of an intervention, even when these effects may not have been apparent in the individual studies. Meta-analysis can also provide an overall quantitative estimate of other parameters such as diagnostic accuracy, incidence, or prevalence.

Literature reviews - Literature reviews can provide context or background information on a larger research topic. They qualitatively summarize evidence using informal or subjective methods to collect and interpret studies.

Sources:

What's in a name? The difference between a Systematic Review and a Literature Review, and why it matters by Lynn Kysh, MLIS, University of Southern California - Norris Medical Library

"Evidence-based medicine" UpToDate https://www.uptodate.com/contents/evidence-based-medicine?topicRef=16293&source=related_link

"Systematic review and meta-analysis" UpToDate https://www.uptodate.com/contents/systematic-review-and-meta-analysis?source=see_link#H2327476

Preprints, Postprints and Pre-Pubs

- **Preprints:** An article that has not undergone peer review. Often found on subject specific repositories, called preprint servers. More common since the pandemic
- **Postprints:** Versions of an article that have been accepted for publication and undergone peer review but has not been formatted or typeset for the journal
- **Pre-pubs:** Version of an article that is released online ahead of print publication.

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Different information, different searches

- Quick Search
 - Multiple databases & library's catalog (great way to find books)
 - Lots of noise
- Individual Library Databases
 - Subject specific – reduces noise
 - Not all article databases (tests/measurements, legal, business information, etc.)
 - Can filter/manipulate better – advanced techniques like truncation & w/in searching (varies by database)
 - Need to be thoughtful on what you are searching
- Journal searches
 - Does your field/area of study have a dedicated research journal? Browse it!

Different information, different searches

- Web searches
 - Grey literature (Conference materials/presentation, white papers)
 - pre-prints
 - Policies, data sets, etc.
- Google Scholar
 - Not comprehensive
 - More natural searching, less structured
 - Lots of noise, more difficult to target specific disciplines
 - Try Google Books or Worldcat.org to find books
- Citation searches
 - Backwards
 - Forwards: “cited by” in Google Scholar, “cited reference search” in Web of Science

Library Databases



Pictured: A not very well trained dog. But, a very good girl nonetheless






Get to know where you are searching




- Does it have a way to save your searches?
- Does it use controlled vocabulary (subject terms) & is there a thesaurus or way to look up vocab?
- How fancy can you get with your searches? Are you able to use truncation, wildcards, near searching, etc?
 - Music*, wom?n, oil N5 pollution
- Is there a way to set up alerts?
- How can you get the information into your citation manager (Zotero, Mendeley)?

Get help & Get items



Ask Us!

-  Chat
-  (928) 523-2173
-  librarians@nau.edu
-  Meet with a librarian
-  FAQs

Staying organized

Take notes & label as you go

- Keep track of what you've searched & when
 - Excel spreadsheet
 - Especially important for systematic reviews, dissertations & theses
- Bibliographic management tools
 - Zotero (free to anyone)
 - Mendeley (institutional account available through Cline, also free basic version)
- Synthesis Matrix

Synthesis vs. Summary

In a nutshell:

- A summary – is organized by source
- A synthesis is organized by idea, with one or more sources discussing that idea

Summary	Synthesis
Recap of the main points of a source (or sources)	Integrated themes based on multiple sources
Brief statement or restatement of a source (or sources)	Complex whole formed by combining separate materials into a unified entity
Explains/describes what the main ideas are	Conveys what <u>you</u> think the relevant ideas, themes, trends, theories, and/or methods are as related to your topic of study
Summary is faithful representation of the original author's ideas	Synthesis is combining elements of separate material into one uniform concept

Synthesis Checklist

- Does the paragraph include a topic sentence that introduces the main idea of the paragraph?
- Does the paragraph incorporate multiple source that address the main idea?
- Is the focus on the findings about each idea opposed to the studies themselves?
- Are connections made between the studies/sources?
- Are the ideas presented in the synthesis connected to the main argument in the paper?

Themes in research about PhD students	Humbug et al (2009)	Mewburn (2012)	Whathisname (2013)
Reasons for undertaking a higher degree	Argues that this varies by discipline	Argues that there is a clear gender division in the discipline enrolments - but older people less so.	Doesn't mention this – many people don't actually. Is this a problem with the literature?
Completion rates.	Shows that men drop out more than women in almost all disciplines.	Shows that older people who are enrolled part time are more persistent than those who enrol part time	Shows that attrition varies by institution and that the 'richer' institutions lose less students
Social learning in PhD student communities	Doesn't mention this	Shows examples of conversations to show that older people have more complex discussions about 'meta' issues in PhD study than younger students	Suggests the community in richer institutions is better than that in poorer institutions.
Relationships with supervisor - how important is it?	Argues that the relationship with supervisor is a key determinant of success	Argues that older people deal with poor supervision better than younger people	Suggests that poorer institutions have a 'younger' supervisor profile

“We can better understand problems like attrition if we know why people choose to undertake a PhD in the first place, however scholars do not pay attention to the reasons why students are motivated to enroll in a PhD. Two notable exceptions are Humbug et al (2009) and Mewburn (2012). Humbug et al noted that different disciplines report very different reasons for beginning a PhD. Mewburn further developed this work in her studies of older students, claiming that gender further complicated the picture of motivation.”

Mewburn, Inger “Using a matrix to organize your notes”
<https://sites.google.com/site/twblacklinemasters/using-a-matrix-to-organise-your-notes-for-faster-writing>

	Year	Purpose	Life style addressed	Intervention	Sampling	Number of participants	Results
A randomized controlled trial of a health promotion education programme for people with multiple sclerosis. Ennis M. <i>et al.</i> Clinical rehabilitation 2006 20;783-792	2006	Evaluate effectiveness of a health promotion education programme for people with multiple sclerosis	Exercise, fatigue, stress, nutrition	Group based eight weekly sessions of 3 hours, "Optimize"	Patients attending a multiple sclerosis clinic at a regional neuroscience center	61 patients randomised, 31 in intervention, 30 in control	Significant higher levels of health promotion activity undertaken.
Education in stroke prevention: Efficacy of an educational counselling intervention to increase knowledge in stroke survivors. Green T. <i>et al.</i> Canadian Journal of Neuroscience Nursing 2007 29(2):13-20	2007	Examine impact of one-to-one brief nurse-patient interview on acquisition of knowledge of stroke and influence on lifestyle behaviour change	Smoking, exercise, alcohol	Nurse consultation and lifestyle class	Patients consulting an ambulatory stroke prevention clinic	200 patients randomised, 100 in intervention, 100 in control	No significant difference between groups on the identified risk factors
A quasi-experimental study on a community-based stroke prevention programme for clients with minor stroke. Sit JWH <i>et al.</i> Journal of clinical nursing 2007(16)272-281	2007	Determine the effectiveness of a community stroke-prevention programme	Stroke prevention issues, food, smoking, blood pressure	Nursing consultation (nurses as facilitators), 8 weekly 2 hours sessions	Participants who have had a minor stroke	190 patients, 107 in intervention, 83 in control (randomized by time slots)	No significant improvement in smoking or drinking alcohol, maintaining exercise in intervention group

Using Zotero to manage your citations

Bibliographic management tools

There are a lot of tools that you can use to organize and format your citations. Zotero may not be the best fit for you. Potential questions to ask yourself when choosing between management tools:

- What do I need it to do?
 - Store pdfs?
 - Collaborate with others?
 - If you just need help with one or a few citations use the databases for ease of reference or ZoteroBib (zbib.org)
- Is it compatible with other writing software you use?
- What are your cohorts and/or co-authors using?

A more comprehensive list of comparisons can be found here:

https://en.wikipedia.org/wiki/Comparison_of_reference_management_software

Why use Zotero?

- Organizes your research
- Access your citations via web or desktop
- Share with others
- Change citation styles easily
- Robust community
- Free & Open Source – anybody can use it & build tools for it.

<https://www.zotero.org/support/plugins>

Some downsides

- Need the desktop version to get full use of features
- Limited free cloud storage (300 mb)
 - 2 GB @ \$20/year
- Interface can be confusing/not intuitive
- Clean-up is usually required

Getting started with Zotero

1. Create an account & download desktop app
<https://www.zotero.org/download/>
 - a. Word processor plugins are bundled with Zotero & should install automatically for Word & LibreOffice. Google Docs is part of the the Zotero Connector for web browsers.
2. Install browser add-on/connectors
3. Add citations

Guidance can be found:

<https://libraryguides.nau.edu/zotero/home>

https://libraryguides.nau.edu/Graduate_students

Break

Reading and Writing Rhetorically

Reading and Writing Rhetorically

In the chat box, share what you know about rhetoric. This may be a definition, a person, an example, or an emotion.



Reading and Writing Rhetorically: What is Rhetoric?

Rhetoric is “the art of persuasion.” Rhetoric is the study of effective speaking and writing. Rhetoric is the use of ethos, logos, and pathos. And rhetoric is much, much more.

Alana’s definition: Rhetoric involves using language (written, spoken, and nonverbal) in an attempt to inform, persuade, or otherwise influence an audience. Yes, this includes politics, but also our everyday interactions with people, things, and the media.

A former student’s definition: “Rhetoric is everywhere. It is everything.”

Reading and Writing Rhetorically: Rhetorical Analysis

When we engage in rhetorical analysis, we are examining the rhetorical situation: things like the exigence, audience, purpose, and constraints.

When we read rhetorically, we ask things like:

- Who is the audience? How do I know this?
- What is the purpose? How do I know this?
- What is the context for this writing, such the date/time, media/genre, culture, etc? How do I know this?
- What is the argument? Is it reasonable and supported by evidence? How does the author use ethos, logos, and pathos?
- Who is the author? Are they credible?
- What is the author's voice? How do they approach the subject?
- And finally, you may explore how effective the text was at accomplishing its purpose for its audience considering the context.

When we read rhetorically, we actively engage in conversation with the text. This allows us to better understand how the context shapes the meaning of the text, as well as to identify potential biases.

Reading and Writing Rhetorically

We can use texts from our disciplines as models for our own writing. When we write, like when we read, we want to pay attention to the rhetorical situation. The rhetorical situation shapes all of the choices we make in our writing.

The Writing Process/Organizing Your Papers

The Writing Process/Organizing your Papers

- What have you learned or do you remember about the writing process?
Share in chat.
- Why is it important that we think of writing as a process?

The Writing Process/Organizing your Papers

The Writing Process



The Writing Process/Organizing your Papers

Typical Steps in the Writing Process

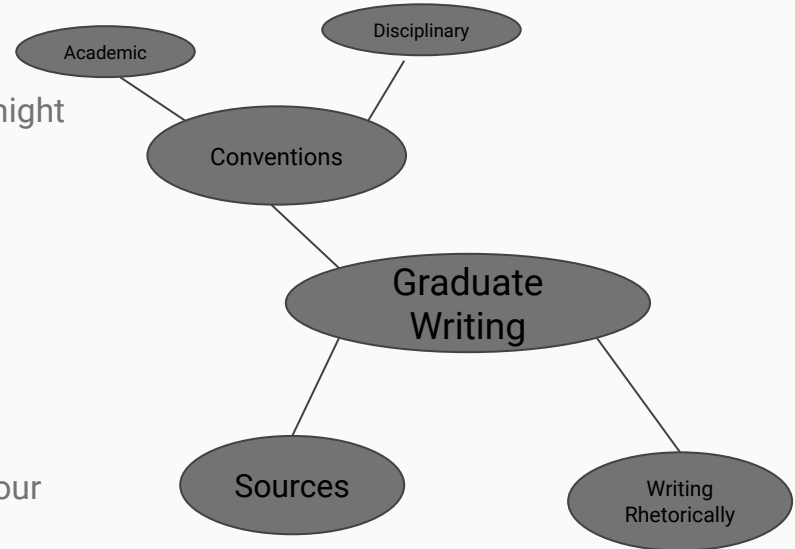
1. Planning/Prewriting Phase
2. Drafting Phase
3. Revision/Editing/Proofreading Phase (often considered separate phases)
4. Sharing Phase

The Writing Process/Organizing your Papers

What happens in the planning/prewriting phase?

- Analyze the rhetorical situation - in chat, share what this might look like
- Generate ideas - in chat, share how you generate ideas for your writing
- Research - use your brainstorming/idea generation and rhetorical analysis to help guide your research
- Organize your ideas - clustering, branching, outlining, whatever works for you!

Planning is an important part of writing rhetorically. If we don't consider our audience, purpose, constraints, context, and more, our writing is likely to be ineffective.



The Writing Process/Organizing your Papers

What happens in the drafting phase?

- You begin putting ideas on paper
- Don't worry so much about HOW you are saying it; instead focus on WHAT you are saying and getting your ideas on paper



<https://negativespace.co/man-writing-notepad/>

The Writing Process/Organizing Your Papers

Tips for Drafting

- Get comfortable!
- Find the type of environment that works best for you. Home, library, coffee shop, outside?
- Try writing with the screen covered.
- Try freewriting.
- Stop in the middle of a section.
- Start with whatever section you are most comfortable/excited about writing.
- Save your intro for the end.
- JWS = Just Write Something!
- Remember that writing is a fluid (non-linear) process.
- If you struggle to naturally transition to the next idea, there may be a flaw in your organization.
- As you draft, leave all the revisions and edits for later in the process; focus only on getting your ideas down on paper. You can clean them up later.
- Talk over your ideas (individually or with someone else). Record or have someone take notes.
- Set a timeline and goals. Reward yourself for accomplishing deadlines and goals.
- Take advantage of the resources available on campus and elsewhere.

SHARE IN CHAT ANY STRATEGIES THAT YOU USE!

The Writing Process/Organizing your Papers

Editing, Revising, and Proofreading

Revision: Pay attention to the content and organization.

Editing: Pay attention to sentence construction, grammar, punctuation, mechanics, etc.

Proofreading: Make sure you're saying what you're meaning to say. Look for issues with spelling, usage, consistency, etc.

The Writing Process/Organizing your Papers

What happens in the sharing phase?

You submit your paper!



<https://journals.sagepub.com/home/ijm>

The Writing Process/Organizing your Papers

Organizing your ideas: Common approaches include:

- Chronological
- By level of importance
- Topically
- General to specific
- By problem and solution
- By cause and effect

Whatever you choose, make sure your ideas are organized in a way that make sense to your **reader**. (What makes sense to you does not always make sense to your reader.)

The Writing Process/Organizing your Papers

Synthesizing!

- Typically, you want to *synthesize* in your graduate level writing.
- A synthesis combines information from multiple sources
- This allows for the creation of new, unique ideas and claims based on evidence from multiple sources
- When synthesizing, it can be helpful to consider making your claim and then discussing how multiple sources connect to the claim you are making

The Writing Process/Organizing your Papers

Parts of a paper:

- Introduction
- Body
- Conclusion

The Writing Process/Organizing your Papers

What should your introduction do:

- Engage your audience
- Provide necessary background information
- Clarify the purpose of your paper
- Provide your thesis statement
- Offer a roadmap of your paper

The Writing Process/Organizing your Papers

Writing a strong thesis statement:

1. Determine what type of paper you are writing: analysis, expository, argumentative so that your thesis aligns. For example, a thesis statement for an argumentative paper makes an arguable claim.
2. Develop a thesis that makes a specific claim; avoid making a general claim. Stay focused.
3. Place your thesis at the end of your introduction (most of the time)
4. Craft a working thesis for your paper with the understanding that it may change throughout the writing process.

A thesis statement should align with the purpose of your essay and can be:

1. Argumentative, where you are making an arguable claim (include your topic, your position, and your reasoning)
2. Analytical, where you analyze an issue (include your topic, what you analyzed, and your conclusion)
3. Expository/explanatory, where you explain a topic (include your topic and main ideas related to the topic)

LET'S TRY!

The Writing Process/Organizing your Papers

Writing strong body paragraphs:

- Each body paragraph should center around just one main idea or claim.
- Begin each body paragraph with a topic sentence that introduces this main idea or claim. Generally these should be your own ideas that you then support in the paragraph with sources.
- Include evidence from your sources to support your claims (paraphrases, quotes, and summaries).
- Provide discussion or analysis of the evidence you presented.
- End each paragraph with a closing sentence and transition to the next idea.

Tip! If you cannot naturally transition to the next idea, there may be a flaw in your organization. Your ideas should connect!

The Writing Process/Organizing your Papers

Writing your conclusion:

- Often the most challenging section for writers
- Should close loose ends and bring your paper to a natural close
- Does not introduce new information
- Restates your thesis statement
- If appropriate, lets your audience know what to do next

Lunch and Citation Workshop

Citation Workshop

Why do we cite?

- To enhance our credibility
- To give credit to the authors of the sources we use
- To allow our readers to reference our sources
- To avoid plagiarism

When do we cite?

- When we use someone else's ideas or research
- When a claim is not considered "general knowledge" within the discipline
- When we need to show that our claims are grounded in research or theory
- We cite A LOT in our graduate level writing!

How do we determine what sources to use?

- Look to the assignment requirements
- Consider the audience and purpose
- Typically at the graduate level, you will use scholarly & peer reviewed or scholarly sources
 - Scholarly & Peer reviewed = reviewed & critiqued by experts in the field
 - Scholarly = written by an expert for an expert
- vs. popular sources, which may still be credible and appropriate for some situations

How do we integrate sources into our writing?

- Quotations
- Paraphrases
- Summaries

Quotation

Quotation: Someone's exact words

Enclosed in quotation marks or set aside as a block of text. Includes in-text citation.

“This month, the world watched in stunned disbelief as wildfires broke out across 5.5 million acres of the Amazon rainforest” (Anderson, 2022, p. 45).

Paraphrase

Paraphrase: Details of a passage in your own words and syntax (sentence structure.)

Are not enclosed in quotation marks, but still must include an in-text citation.

This month, 5.5 million acres of the Amazon rainforest have been burned by wildfires (Anderson, 2022, p. 54).

Summary

Summary: contains the points of a passage that are important to your purpose.

Are not enclosed in quotation marks, but still must include an in-text citation.

In his article entitled “Deforestation,” Science teacher Chris Anderson speaks of the devastation that is deforestation. He discusses why deforestation is becoming detrimental to the survival of our planet and how to properly inform the younger generation about what they can do to help prevent further damage (Anderson, 2022).

When should you use a quotation?

Use a quotation when...

Something is so well said that it is worth repeating.

The statement is complex and paraphrasing or summarizing would lead to confusion or oversimplification.

The quote was said by an expert whose words could lend you credibility.

It is a counterargument- express opposing opinions fairly.

When should you paraphrase?

Paraphrase when...

The details matter but the exact words do not.

The exact words of the source are too difficult or complex for your readers to understand.

The conventions of your subject prefer paraphrases! (ex. political science)

When should you summarize?

Summarize when...

The passage is lengthy and the main point is important but the details are not.

How do we maintain our own voice while integrating sources?

- Use sources to support the claims that you are making
- Try to avoid citations in your topic and closing sentences
- Topic sentences should introduce ideas and not sources
- Offer your own discussion/analysis of the evidence presented in your sources
 - Use signal phrases that sound like you!
- Paraphrase instead of quoting
- Imagine that you are in conversation with the source

Citation Style Tips

Which to use? Ask your professors!

Style guides (APA, MLA, IEEE, Chicago) apply to your entire paper and not just your citations.

When you use information from a source, you cite both in text (in some way/differs by style) and in your References/Works Cited/Bibliography (at the end).

Strategies for Revision

Strategies for Revision

How do you revise the papers you write? Share in chat!



<https://www.flickr.com/photos/nicmcphee/2756494307>

Strategies for Revision

Self-revision

- Take a step back from your paper. Give yourself space so you can objectively approach the revision process and revise your paper with a critical eye..
- Try reading your paper out loud. You can often catch not only content issues (missing information, unsupported claims, etc.), but also sentence level issues when reading out loud.
- Talk to yourself about your paper! Tell yourself about your ideas. Sometimes you will find better ways to describe and support the claims you are making by having a discussion with yourself (or your fish!).
- Consult the writing prompt. Ensure your paper meets all requirements and fulfills the purpose of the assignment.
- Use your rubric! Evaluate yourself using the rubric provided by your instructor.
- Print a hard copy of your paper. Reading from a hard copy can be easier than reading electronically. Leave yourself comments and notes about areas to revisit. Once you've read through your full paper, rewrite necessary sections.
- Don't forget about your thesis statement. Do your body paragraphs support your thesis statement? If not, reconsider the content and/or your thesis statement.

Strategies for Revision

Revising with the help of others:

- Approach revision with an open mind. Take a step back (as with self revision) so that you can objectively consider the feedback provided by your reviewer.
- Find a person or people. Visit the Lumberjack Writing Center, join (or start) your own writing group, ask a peer.
- Let the reviewer know your feelings about receiving feedback on your writing so that they can best support you.
- Provide the person/people with a few specific questions or areas to focus on.
- When possible, read your paper out loud to the person/people and/or have them read out loud.
- Share the assignment prompt and rubric.
- Take time to discuss the feedback that they provide.
- Remember that comments from others are merely suggestions: do not lose your own perspective and voice!

Let's Try: Revise, Edit, and Proofread

The Chinese people care more about the collective, and their collective concept is stronger than that of the United States, because they believe that every Chinese person lives in a group, so an individual's every move will affect the whole group. Chinese people have been taught to have a collective concept since childhood, so they should try to integrate into the group, rather than doing outstanding and eye-catching things. However, unlike the Chinese, American individualism is stronger. They believe that everyone is a very influential individual who can influence the collective through their actions and behaviors. Therefore, they are taught from an early age to stick to their own ideas when they are contrary to the group, and don't do something that is not integrated into the group.

Let's Try: Revise, Edit, and Proofread

The English language is a complex and ever changing language that constantly adapts and evolves over time. The best way to envision its continual development is to imagine it as a malleable piece of metal that different groups and communities forge into some variation of the “base language.” Naturally this would create a variation within the linguistic spectrum. You notice these variations in multiple public spaces, most of the time it's labeled as an accent within the United States. Society inherently profiles these accents and attaches prejudiced thoughts towards these characteristics. The definition of linguistic profiling is the, “act of profiling an individual based upon the auditory characteristics of the individual's speech,”(Berry 2021). While this comes off as a rather neutral definition, the history of linguistic profiling is filled with negative connotations. This is through the actions of micro behaviors and even to a larger degree through systematic dynamics within society that are targeted towards marginalized groups leaving them as the main victims. In some cases for marginalized groups they are often identified linguistically due to them learning English as a second language. Due to a concept of “variation” through second language acquisition,(Pienemann, Johnston, and Meisel, 1993). In which there are characteristics inhibited by those who learn English as a second language opposed to those who learn it as a first language. Through the examination of multiple case studies it will become clear on how exactly linguistic profiling poses a threat towards marginalized groups

Resources for Editing and Proofreading

- Grammarly – use with caution
- Word/Google Docs – spell and grammar check, use with caution
- Lumberjack Writing Center – cannot copyedit entire document, but can help you to identify and correct specific issues in your writing
- Reading out loud can help catch issues with grammar and punctuation

Writing Tips and Resources from Current Students

Nesma Nasr, PhD Student in Curriculum and Instruction
Michelle Richter, PhD Student in Applied Linguistics

1. START; way earlier than you planned to

**Gives you enough time to make mistakes
and correct them.**

**Gives you enough space to brainstorm,
reflect and refine ideas.**

Reduces the risk of burnout and anxiety.

2. Don't feel ashamed to show your writing to others.

Four eyes are better than two.

Regularize asking for feedback.

NAU
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ARIZONA
UNIVERSITY

Interdisciplinary
Writing Program

2. Don't feel ashamed to show your writing to others.

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Interdisciplinary
Writing Program

My Tips for graduate writing



Types of Writing Expected in Graduate School

Which type of graduate writing to focus on?

Research Papers

Develop a clear research question and provide a comprehensive analysis.



Grant Proposals

Outline project, goals, and expected outcomes with precision.

Thesis/Dissertation

Make an original contribution to the field with a comprehensive project.



Conference Paper

Condense larger research projects into concise presentations for academic conferences.

Q&A with Nesma and Michelle

Format Check Steps and New Thesis & Dissertation Format Canvas Course

- Current process - Email your thesis or dissertation at least 10 business days before your scheduled defense to etd@nau.edu
- Spring 2025 semester - Any master's or doctoral student currently enrolled in at least (1) unit of 699 or 799 will be automatically enrolled in a Thesis Format Course or Dissertation Format Course in Canvas LMS
- Questions - please contact Debbie Mariage - etd@nau.edu
Office of Graduate & Professional Studies 928.523.8254



Please feel free to ask any questions.



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Look for information for our Dissertation,
Thesis, and Graduate Project Writing Bootcamp
in Spring.