

**SIMPLY PUT:
A Streamlined Guide
to Eisenhower
School Writing**

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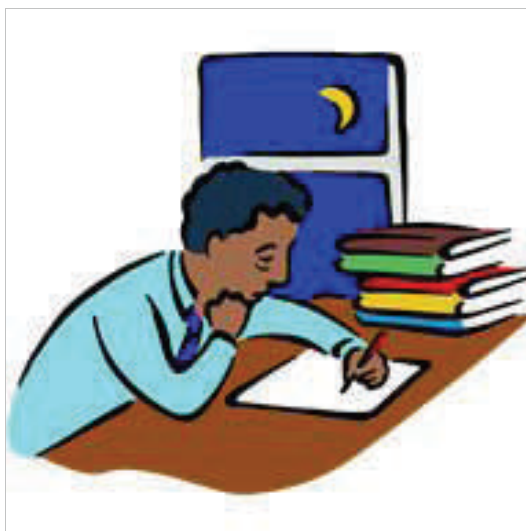
Simply Put: A Streamlined Guide to Eisenhower School Writing for Incoming Students

Introduction:

Many of you are probably wondering why you have to read this guide. As successful and competent professionals, you are more than capable of composing a good research paper ... or are you? Although everyone who comes to the Eisenhower School is ready to read—an inevitability of being in graduate school—not everyone is ready to do scholarly research. Most students who come to the Eisenhower School do not realize almost every course of study has a writing component. Some writing consists of “think pieces” or short essays with little to no research. Other writing necessitates in-depth research, which often requires hours of investigation into the subject and a strict format.

The Eisenhower Research and Writing Handbook provides great information on writing, formatting, researching, etc. This guide is not intended to replace the handbook; instead, it is intended to highlight the importance of writing and to provide some “fingertip” reference material. It is also designed to provide students with additional writing information once they meet with their advisors.

For some of you, it has been years since you have written anything “academic.” If this is the case, have no fear; this guide will provide information on how to navigate the necessary steps to writing a quality paper. If this is not the case, you are already ahead of the game; just remember that whenever you need to refresh your memory, this guide will be here for you. Let the writing commence!



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But I Don't Remember How to Write!

Do not worry; all of the instructors in the Eisenhower School realize that it has been a while since many of you have written a formal paper. With that said, we want you to be knowledgeable about certain standards that we expect your paper to have, which are listed in the Eisenhower Research and Writing Handbook:

(1) The use of higher order intellectual skills

First and foremost, we are concerned with the sophistication and clarity of your argument. The major claim of your essay should be insightful and novel (in the sense that it advances our understanding rather than merely repeating what others have written and found). The thesis should respond to a true question, tension or problem clearly at the outset and evolve throughout the paper. Similarly, the introduction should have a clear motive that outlines the stakes of the argument and demonstrates a meaningful context for your claims. Overall, your paper should demonstrate your skills at analyzing, synthesizing, and evaluating.

(2) The logical organization

The quality of your paper is heavily dependent on the structure of your argument. There should be a logical flow from your introduction to the main body of the paper to the conclusion. If your ideas are disorganized, you run the risk of confusing and annoying your reader, no matter how well-developed those ideas are.

(3) The appropriateness of the style

The essay should be written with the reader in mind. There should also be clear transitions in between key points of the composition that link together ideas, sentences, and paragraphs. The language should be accessible, and sentences should be written in active voice with an appropriate variety of sentence structure and punctuation.

Passive Voice: The prediction that employment will continue to rise is being made by economists.

Active Voice: Economists are predicting that employment will continue to rise.

(4) Grammatical and mechanical correctness

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What Exactly is Research?

According to the Eisenhower Research and Writing Handbook 2012-2013, “research refers to substantial inquiry into a problem, issue, or subject area requiring the identification, collection, and objective treatment of a relevant evidence on all sides of the issue being investigated in order to arrive at a well-reasoned, defensible conclusion.” In other words, research is an exercise in critical thinking, designed to find the answer to a multi-faceted problem without the influence of preconceived notions. Of course, it goes without saying that the fruits of your research will be expressed in writing.

Other Types of Writing Assignments

Not all writing is research. You will often have a writing assignment that is more along the lines of a “think-piece” or an essay that requires you to apply some of the knowledge you have learned to a practical situation or scenario. You may also have papers that show your synthesis of the course work, backed by evidence. Often, a “think-piece” is your own opinion. It shows your ability to think critically. When writing this type of essay, strengthen your argument with examples, other expert’s opinions or other evidence. Your evidence should be “accurate” (from reliable sources), “sufficient” (presenting enough information), “representative” (reflects various viewpoints), and “relevant” (relates to the topic) (Kirszner & Mandell, *The Brief Wadsworth Handbook*, pages 72/73).



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Resources and Ideas

You have many resources at the Eisenhower School and NDU to help you with your writing projects. If you are at a loss as to what to write about, visit your course instructor to discuss the assignment. While you are there, also make sure to do the following:

- 1) Make sure you are clear on what the assignment is. You may also run ideas past the instructor.
- 2) Go to your Primary Faculty Advisor (PFA). Your PFA can clarify or even brainstorm possible ideas with you.
- 3) Go to your research and writing advisors. For the Senior Acquisition Course (SAC), Supply Chain Management Concentration Program (SCMP), and other Research and Writing Programs, most faculty members are experts in their respective fields. Please go to them as resources. They may even become your research advisor!
- 4) Go back to your agency. For research papers, you may find that the best source for your idea is a topic in which the agency is particularly interested.
- 5) The Research and Writing Director is a valuable source of information, especially about different research opportunities afforded in the joint community.
- 6) Librarians are excellent sources of information and are also experts in different topical areas. Please use the Library and its vast resources.



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Research Paper Formats

You will find that your paper is easier to start and complete if you organize it ahead of time. After conducting your initial research, begin to develop your problem statement and thesis; then outline the paper. The information from the outline should build and support the thesis.

Paper formats vary for each paper. Here is one recommended format that works well with many papers, including research papers:

1) Introduction

Add a hook to interest readers! Build a roadmap of your paper. What is the problem? Make sure you have a clearly defined thesis that helps to answer the problem.

2) Background

What has prompted the problem? A policy? A regulation? An operational requirement? A strategic situation? Clearly state the background.

3) Discussion/Analysis

What are the positions of the relevant parties? Does other information come into play? Make sure you do not have unsupported assertions. Your argument should be supported with facts and evidence.

4) Evaluation of Alternatives

What are the possible alternatives or courses of action? You may want to consider the pros and cons of each alternative. Build to your final recommendation, again using logical fact-based evidence.

5) Recommendations – policy or other

Based on your final recommendation, you may also want to recommend a policy for consideration. Not all research requires a policy recommendation, but some work does, especially in the Industry Study program.

6) Conclusion

Nicely summarize what was written in the paper. Do not introduce new material in the conclusion.

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Basic Grammar

The best place to go for help with grammar is directly to the source. Several good handbooks are available:

- 1) *The Brief Wadsworth Handbook* by Kirsznner and Mandell
- 2) *The Blue Book of Grammar and Punctuation* (http://www.grammarbook.com/grammar/cnt_gram.asp)
- 3) *MLA Handbook for Writers of Research Papers* by Gibaldi
- 4) *The Bedford Handbook* by Diane Hacker

Here are some basic tips to remember:

- a) Write in complete sentences by avoiding fragments or run-on sentences.

According to “The Brief Handbook,” a **sentence fragment** is “an incomplete sentence—a clause of a phrase—that is punctuated as though it were a sentence” (281). It may lack a subject, verb, or both.

Wrong: Teenagers are easily embarrassed by their parents. Especially when their parents decide to write on their Facebook wall.

Right: Teenagers are easily embarrassed by their parents, especially when their parents decide to write on their Facebook wall.

A **run-on**, contrary to what is popularly believed, does not necessarily have to be a long sentence (some can be quite short), but a grammatically incorrect construction. The most common type of run-on is a comma splice, which occurs when two independent clauses are joined with just a comma.

Wrong: J.K. Rowling created the character of Harry Potter, little did she know she was creating a world-wide sensation.

Right: J.K. Rowling created the character of Harry Potter. Little did she know, she was creating a world-wide sensation.

- b) Confusing punctuation marks:

The **semicolon** is used to fuse two closely related clauses that convey parallel or contrasting information but are not joined by a conjunction. It can revise a comma splice:

E.g. In pre-World War II western Europe, only a small elite had access to a university education; this situation changed dramatically after the war.

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A **colon** introduces a list/series or explanatory material. It must be preceded by a complete sentence.

E.g. Waiting tables requires three skills: memory, speed, and balance.

E.g. She had one dream: to be a Hollywood movie star.

A **dash** (—) sets off nonessential material, but tends to call attention to the material. Dashes may be used to set off explanations, qualifications, and definitions.

E.g. Neither of the boys—both nine years old—had any history of violence.

E.g. Too many parents learn the dangers of swimming pools the hard way—after their toddler has drowned.

c) Revising Misplaced and Dangling Modifiers

“A **misplaced modifier** is a word or word group whose placement suggests that it modifies one word or phrase when it is intended to modify another” (The Brief Handbook, 300).

Wrong: With an IQ of just 52, the lawyer argued that the defendant should not get the death penalty. (Did the lawyer have an IQ of 52?)

Right: The lawyer argued that the defendant, with an IQ of just 52, should not get the death penalty.

“A **dangling modifier** is a word or phrase that cannot logically modify any word or word group in one sentence” (The Brief Handbook, 302).

Wrong: Using this drug, many undesirable side effects are experienced.

Right: Using this drug, patients experience many undesirable side effects.

d) Using Pronouns Correctly

Who and whom: “When a pronoun serves as the subject of its clause, use *who* or *whoever*; when it functions as an object, use *whom* or *whomever*” (The Brief Handbook, 318).

E.g. The Salvation Army gives food and shelter to whoever is in need. (Whoever is the subject of the dependent clause “whoever is in need.”)

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E.g. I wonder whom jazz musician Miles Davis influenced. (Whom is the object of influenced in the dependent clause “whom jazzy musician Miles Davis influenced.”)

Who, Which and That: In general, *who* refers to people or animals that have names, and *which* and *that* refer to things or to unnamed animals. Never use *that* to refer to a person.

Unclear pronouns:

Ambiguous antecedent is when a pronoun could refer to more than one antecedent in the sentence. In such a case, substitute a noun for the pronoun to eliminate ambiguity.

Wrong: The accountant took out his calculator and completed the tax return. Then, he put it into his briefcase.

Right: The accountant took out his calculator and completed the tax return. Then, he put the calculator into his briefcase.

e) Superlative and Comparative Forms

Never use the superlative when comparing only two things.

Wrong: Stacy is the oldest of the two sisters.

Right: Stacy is the older of the two sisters.

Never use the comparative when comparing more than two things.

Wrong: We chose the earlier of the four appointments.

Right: We chose the earliest of the four appointments.

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Quotations

The Basic Rules (From *Student's Guide to Writing College Papers*, 238-9):

1. Reproduce all quoted words exactly. Indicate omitted words with an ellipsis (...) and added or changed words with square brackets.
2. Change the first letter of a quote so that complete sentences start with a capital and incomplete sentences start with a lowercase letter.
3. Block Quote: You do not need to use quotes around a block quote; place a parenthetical reference after the final quotation.

Adding Quotations (From *Student's Guide to Writing College Papers*, 93):

- For four or fewer lines, use a *run-in quotation* by putting the quoted words on the same line as your text.
- For five or more lines, use a *block quotation* set off as a separate, indented paragraph.

1. Include the quotation as an independent clause, sentence, or passage:

Earl Swift reminds us that “Englishmen patented a succession of cements over the following sixty-odd years.” (85).

Earl Swift says, “Englishmen patented a succession of cements over the following sixty-odd years...until, in 1824, a Yorkshireman named Joseph Aspdin patented an artificial stone “for stuccoing buildings, waterworks, cisterns or any other purpose to which it may be applicable.” (85).

According to Earl Swift,

Englishmen patented a succession of cements over the following sixty-odd years, each with a slightly different recipe, each claiming a new peak of strength and convenience, until, in 1824, a Yorkshireman named Joseph Aspdin patented an artificial stone “for stuccoing buildings, waterworks, cisterns or any other purpose to which it may be applicable (85).

2. Weave the quotation into the grammar of your own sentence:

As Swift points out, the Englishmen were instrumental in developing a succession of patents for cement “until, in 1824, a Yorkshireman named Joseph Aspdin patented an artificial stone “for stuccoing buildings, waterworks, cisterns or any other purpose to which it may be applicable (85).

3. Interpret complex quotes. When you quote a passage, even if the implication is obvious, add your own interpretation.

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A Guide to Citing Sources

Use footnotes/endnotes (From *Student's Guide to Writing College Papers*, 145):

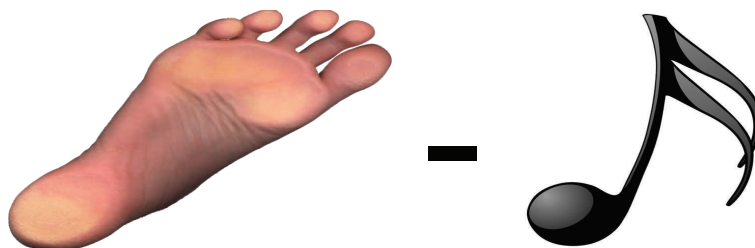
- 1) **Be honest about what you contributed and what you borrowed from others.** With every citation, you give credit to the person(s) behind a source, while protecting yourself against a charge of plagiarism.
- 2) **Ensure readers that your evidence can be trusted.** When people read your work, they want to know the source so they can judge its credibility, and maybe even check it out themselves if the topic really interests them. Without demonstrating the trustworthiness of your evidence, readers cannot trust your paper—or you.
- 3) **Provide further explanation.** Footnotes and endnotes can also be used to provide clarifying information or other detail that is not included in the text.

You **MUST** cite your sources when you use:

- Direct quotations
- Paraphrased material from an outside source
- Any reference to arguments or facts (i.e. budget figures, technical specifications) obtained from an outside source

Web Citations:

- Significant information is on the web from electronic sources. It is OK to cite electronic sources (emails, Web sites, online journals, etc.), but it is better to cite the original material.
- Always include the date that the site was accessed online in the citation. A piece of obvious advice—please do NOT cite online encyclopedias such as Wikipedia because a) Wikipedia does not list the author or creator of the information, and b) its content changes frequently.



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Citation... Citation... Citation!

At the Eisenhower School, we use **The Chicago Manual of Style**. Whenever you use the words or ideas of a source, you mark the place in the text with a raised number called a *superscript* and give the information in the footnote. You then collect all of your sources into a bibliography. After you list the reference the first time in long-form, you can refer to it later in short form. Here are some basic examples to get you started:

E.g.

Long Form:

Marc Levinson, *The Box: How the Shipping container Made the World Smaller and the World Economy Bigger* (New Jersey: Princeton University Press, 2006), 204.

Short Form:

Levinson, *The Box*, 204.

Books

One author:

Shane Hamilton, *Trucking Country: The Road to America's Wal-Mart Economy* (New Jersey: Princeton University Press, 2008), 214-215.

Two or more authors:

Terri Morrison and Wayne A. Conway, *Kiss, Bow, or Shake Hands* (Massachusetts: Adams Media, 1995), 45.

Journal article

Article in a print journal: List the specific page numbers consulted, if any.

M.A. Thomas, "Identifying Organizational Conflicts of Interest: The Information Gap," *Defense Acquisition Research Journal*, Vol 19, Number 3, Issue 63, (2012): 265

Article in a newspaper or popular magazine

Cited newspaper and magazine articles can be included as running text ("As Flemming Emil Hansen noted in a *Wall Street Journal* article on December 20, 2011, ...") instead of in a note. You may omit the reference from a

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bibliography. The following is an example of a citation. Include URL and access date if you used an on-line source. If there is no author, just begin the citation with the article title.

Flemming Emil Hansen, "Tanker Head to Lead Maersk," Wall Street Journal, December 20, 2011, B7.

Thesis or dissertation

Louay Maroun Khraish, "The Fruits of Severance: An historical novel through a feminine perspective" (PhD diss, University of Texas at Dallas, 2009).

Website

Website content can also be limited to mentioning it in the text or in a note. ("As of February 15, 2012, American Airlines listed on its website . . ."). You may also list it more formally, as listed below. Be sure to include an access date, if available, or a date the site was last changed.

"AMR Corporate Profile," last modified August 3, 2012, <http://http://phx.corporate-ir.net/phoenix.zhtml?c=117098&p=irol-irhome>

Interview

Citation elements in order: 1) Name of person interviewed 2) Name of interviewer 3) Place of interview 4) Date of interview

E.g.

Patricia Bunker, interview by John Smith, National Defense University, August 14, 2006.

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Plagiarism: Peril and Pain

It has become easier than ever to find source material from the internet. It is even easier to just “copy” and paste the material into your paper, a practice known as “patchwriting.” However tempting it is, that one simple action can lead to nasty and serious consequences. If you do not quote correctly or cite your sources, you have plagiarized, plain and simple.

In the Eisenhower School Research and Writing Handbook, plagiarism is defined as “the unauthorized use, intention or unintentional, of intellectual work of another person without providing proper credit to the author.” According to the same source, plagiarism is more explicitly defined as:

- Using another person’s exact words without quotation marks and a footnote/endnote.
- Paraphrasing another person’s words without a footnote/endnote.
- Using another person’s ideas without giving credit by means of a footnote/endnote.
- Using another person’s organizational pattern without giving credit by means of a footnote/endnote.

To keep yourself safe, there are several ways to avoid plagiarism:

1. Simply avoid “cutting and pasting” words from an on-line source into your document.
2. Paraphrase and cite! It is always a good idea to try to put the author’s words into your own words. Since this would not be an original idea, you will still have to cite the source.
3. If you must use information from another source use quotes (see section on quotations).
4. While some professors prefer fewer citations, a good rule of thumb is that when you have used an idea or have quoted from another source, cite. It is best to cite your source immediately after you paraphrase or at the end of a paragraph. If you try to cite everything at the end of the paper, you will forget what material was really used, and when. Moreover, when you cite your source in your endnotes/footnotes, please put down the page number if applicable.
5. If you use quotes, quote word-for-word from the source. If you add words, use brackets (e.g. []), If you cut out words, phrases, or sentences, use ellipses (e.g. ...) Specific instructions about how to quote are on the

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previous page.

6. Graphs and figures must be cited.
7. Personal interviews – You may conduct research that involves interviewing sources. However, you must 1) get the source's permission to be quoted in the paper, and 2) cite the source.

e.g. Patricia Bunker, interview by John Smith, National Defense University, August 14, 2006.

If you wish to use a quote or thought from a speaker, you must get his or her permission. The Eisenhower School operates under a non-attribution policy, which means that any information from a speech or lecture that you wish to use must be cleared directly with the speaker. Doing so may be a lengthy, involved process, so plan ahead if you must get permission.

Painful Consequences

Whether you deliberately or accidentally plagiarize, you are subject to review and questioning by an Academic Review Board who examines the circumstance, listens to witnesses, and makes a recommendation to the Commandant on its findings. This is a stressful and painful process that you want to avoid at all costs. Possible outcomes include:

- Lawyer expenses
- Paper rewrites/grade no more than a B
- Certificate of attendance versus a master's degree
- Expulsion



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Summary

Take each paper seriously. Outline and start out with a good thesis before you start writing. Remember to think on your own. Ask yourself, what original contribution are you bringing to the area of study? After conducting your research, what is your analysis/assessment? What possible alternatives exist? What are your recommendations? Your conclusion should be a nice wrap-up of what you have discovered, and should not include new ideas or materials. Lastly, be sure to properly cite your sources before submitting your final product.

Happy writing!



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