

Scholarly Writing for Doctoral Students

Global Leadership Doctoral Program
Indiana Tech

Authored by:

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Objectives and Announcement

- Tips
- Writing style
 - Clarity in writing
 - Argument structure
 - Grammar
 - Avoiding Biased Language
 - Helpful writing resources
- APA style, general
 - Formatting
 - Structure
 - Heading levels
- Citations
- Quotations (single, block)
- References
 - Primary & Secondary Sources
 - Personal Communications
 - Electronic Sources
 - Unusual Sources
- Proofreading
- Depending upon your needs,
 - You can review only the sections you need, or
 - Review the entire presentation
- It's all up to you, as this is a long presentation

Writing tips

- When staring at a blank screen ...
 - Don't start with the first sentence. Start with the second or third. Don't put too much pressure on yourself at the start.
 - If you're trying to figure out what to say,
 1. Turn your head away from the screen,
 2. Ask yourself, "What am I trying to say?"
 3. Say it. And then write it down. It's highly probably that's *exactly* what you need to say.

WRITING STYLE

Concise phrasing, active voice, argument structure, avoiding bias, and grammar

Concise phrasing



Clarity in Writing: Concise Phrasing

Scientific writing should be readable. Your arguments try to persuade the reader; such arguments are useless if the reader can't comprehend your meaning. Keep it simple, clear, and concise.

Verbose	Concise
Has the capability of	Is capable
Fewer in number	Fewer
Is indicative of	Indicates
Is capable of	Can
Make use of	Use
Is of interest to	Interests
Consensus of opinion	Consensus
Exact duplicate	Exactly
Is a benefit to	Benefits

Clarity in Writing: Concise Phrasing Edits

Overly verbose	More concise
<p>With the beginning of the new '80's, it is readily ascertainable that there has been little if any improvement in the overall national or general local economy. It is expected by some economists that a general upturn on the national level should come about sometime during mid-19801. However, with the increase in taxes starting in January, mainly an increase in social security, this will reduce the amount of free funds available for the stimulation of consumer spending.</p>	<p>In 1980 we saw little if any improvement in the economy, national or local, and although some economists expect an upturn in mid-1981, the tax increases scheduled to begin in January, mainly for social security, will leave consumers with less money to spend.</p>

Clarity in Writing: Active voice

- Passive: Verb comes before subject
- Active: Subject comes before verb
- Active voice gives stronger voice, reduces unnecessary words, and makes clearer arguments.

Passive	Active
This paper was written by me	I wrote this paper
The shelter will be owned by the town, but it will be run by members of the humane society and supported, in part, by funds raised by them. The bulk of the operating funds, however, will be supplied by the town.	Although the town will own the shelter and pay most of the operating expenses, members of the humane society will run the facility and provide additional support through fund raising.

Argument Structure

Williams, J. M., & Colomb, G. C. (2003) *The craft of argument: Concise edition*. NY: Longman

In general, each paragraph should consist of an argument:

1. Claims

- What's your point? What are you saying in a nutshell? What conclusion have you come to after reading the research?

2. Reasons

- Why should I agree with you? What reasons can you offer to support your claim/conclusion?

3. Evidence

- On what facts do you base those reasons? How do we know they are good reasons? What evidence do you have to back them up?

Argument Structure

Glass, C., & Cook, A. (2016). Leading at the top: Understanding women's challenges above the glass ceiling. *The Leadership Quarterly*, 27, 51-63.

1. Claims

- Women leaders are often promoted to risky positions.

2. Reasons

- Women may face less competition from men for these positions,

3. Evidence

- as qualified white male candidates may view these positions as too risky or otherwise undesirable (Rryan & Haslam, 2007).

Argument Structure

Williams, J. M., & Colomb, G. C. (2003) *The craft of argument: Concise edition*. NY: Longman

- Distinguishing claims and reasons
 - Main claim:
 - the one claim that states the solution to the problem that the *whole* argument addresses. It's the main point of the whole argument, the statement the rest of the argument supports.
 - Claim
 - *Any* statement supported by a reason
 - Reason
 - Any statement that supports any claim – main or otherwise.

Argument Structure

Williams, J. M., & Colomb, G. C. (2003) *The craft of argument: Concise edition*. NY: Longman

- Violence on television and in video games should be reduced (claim 1) because children who watch lots of violent entertainment tend to become violent adults (reason 1 supporting claim 1). They become so used to constant images of casual violence that they assume it's just part of daily life (reason 2 supporting claim 1, citation). For example children who view aggressive television clips demonstrate lower levels of arousal than children who view nonaggressive clips (evidence in support of reason 2 – and citation).

Avoiding Bias



- Conducting research often requires researchers to work with a variety of populations, some of whom tend to be stereotyped by the use of labels and other biased forms of language. Therefore, APA offers specific recommendations for eliminating bias in language concerning race, disability, and sexuality.
- Be sensitive to labels and respectful of preferences.
- Sexual orientation is not the same as sexual preferences.
- Disability etiquette suggests, “Person First Language”
 - People with disabilities
 - People who are deaf
 - People who are blind
- Other groups:
 - Elderly → describe the age group. It is better to give age ranges
 - Ages 65-85
- Racial Identity: preferences change, but be consistent in usage:
 - Blacks/African Americans
 - Hispanics/Latinos
 - American Indian/Native Americans

Gendered Pronouns



- APA does not recommend replacing "he" with "he or she," any other variation, including alternating between "he" and "she" because these substitutions are awkward and can distract the reader from your point. The pronouns "he" or "she" inevitably cause the reader to think of only that gender, which may not be what you intend.
- To avoid the bias of using gendered pronouns:
 - 1) Make the subject plural (e.g., "participants") instead of individual (e.g., "each participant"), 2) then use "they" or "their"
 - Replace the pronoun with an article - instead of "his," use "the"
 - Drop the pronoun - many sentences sound fine if you just omit the troublesome "his" from the sentence
 - Replace the pronoun with a noun such as "person," "individual," "child," "researcher," etc.

(<http://owl.english.purdue.edu/owl/section/2/10/>)

Mechanics of Writing Style

These links hold the answers; use the writing resources listed below, as well.

Word choice

- [Affect vs. effect](#)
- [Your vs. you're](#)
- [That vs. which](#)
- [While vs. although](#)
- [While vs. since](#)

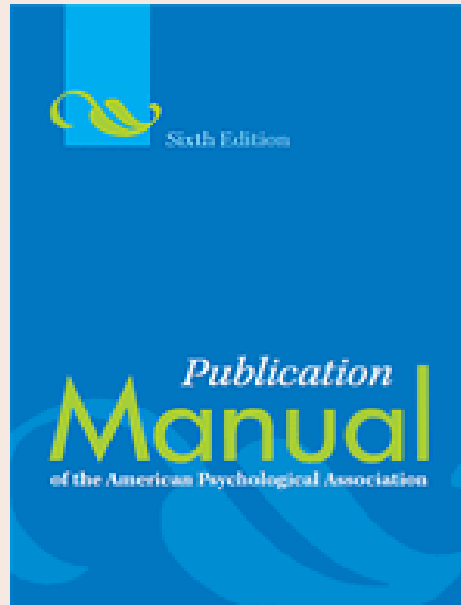
Grammar

- [Apostrophes](#)
- [Semi-colons](#)
- [Commas](#), especially [Oxford commas](#)
- [em-dash](#)
- [Hyphens](#)
- [Single vs. double quotation marks](#)
- [What requires capitalization?](#)

Helpful Sources on Writing

- Patricia O’Conner (2003). *Woe is I: The grammarphobe’s guide to better English in plain English*. NY: The Berkley Publishing Group.
- Bruce Ross-Larson (1996). *Edit yourself: A annual for everyone who works with words*. NY: W.W. Norton & Company.
- Joshua Schimel (2012). *Writing science: How to write papers that get cited and proposals that get funded*. NY: Oxford University Press.
- Paul J. Silvia (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
- Paul J. Silva (2015). *Write it up: Practical strategies for writing and publishing journal articles*. Washington, DC: American Psychological Association.
- William Strunk, Jr. & E. B. White (2000). *The elements of style, 4th edition*. Needham Heights, MA: Allyn & Bacon.
- Joseph M. Williams & Gregory G. Colomb. (2003). *The craft of argument: Concise edition*. NY: Addison Wesley Longman, Inc.
- William Zinsser. (2006). *On writing well. The classic guide to writing nonfiction*. NY: HarperCollins Publishers.

APA STYLE



Links, citations, formatting, sections of an empirical paper, references

APA Style Links

- Basics of APA Style Tutorial from APA
 - <http://flash1r.apa.org/apastyle/basics/index.htm>
- Online writing lab at Purdue (OWL)
 - <https://owl.english.purdue.edu/owl/resource/560/01/>
- Home base for more unusual APA style questions
 - <http://blog.apastyle.org/apastyle/>
- DOI Retriever (for your References)
 - <https://doi.crossref.org/simpleTextQuery>

Major Sections of an APA Paper

- Title Page
- Abstract
- Body of the Paper
- References

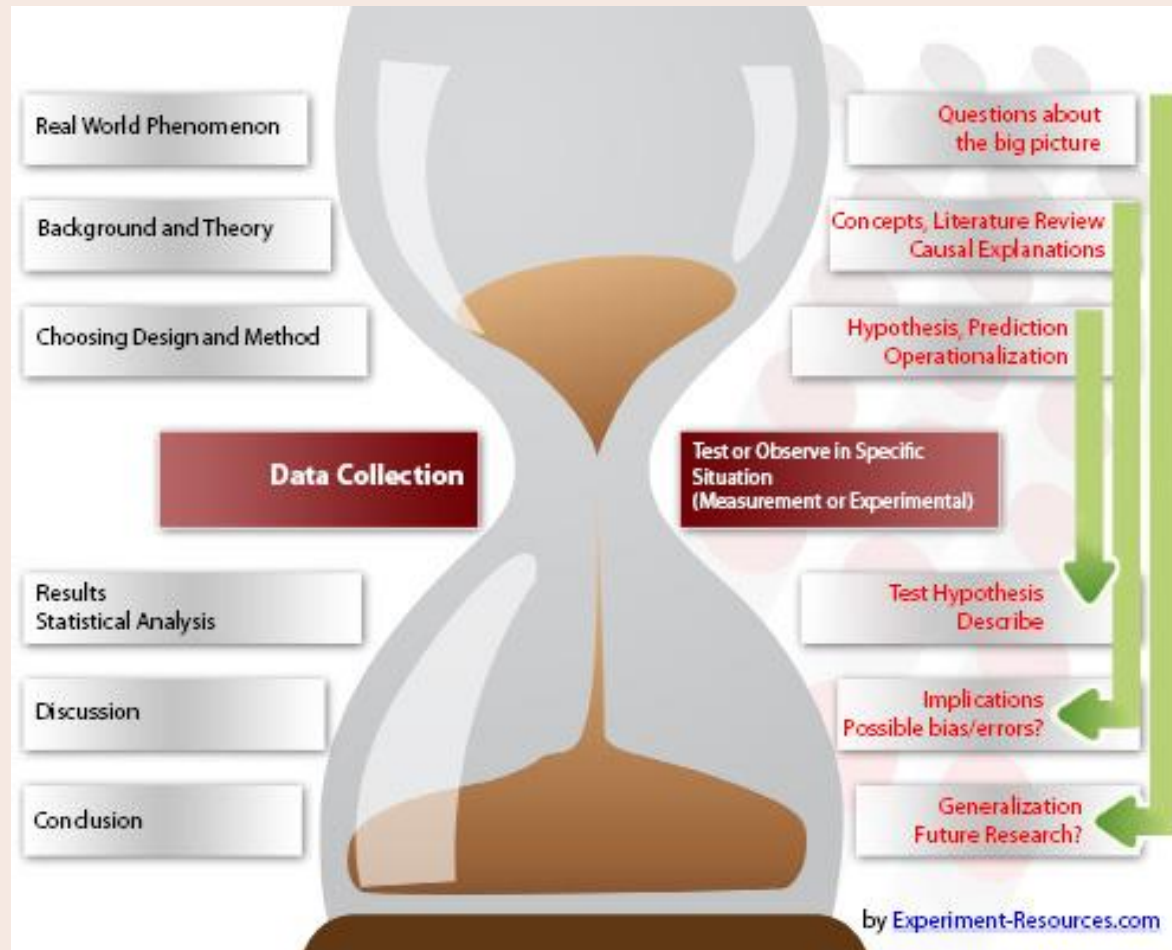


General Formatting

- 1” margins all around
- Double-space everything
- Times New Roman 12-point font
- One space after punctuation (not two)
- Header and page number on top right (shortened title)
- No bold or underline; italics are rarely used
- No extra spaces between paragraphs or sections

Research Paper Outline (<http://www.experiment-resources.com/research-process.html>)

The hourglass widens and the researcher concludes and generalizes the findings to the real world.



Components of a Paper

Section	Purpose
Title	Clearly describes contents
Authors	Ensures recognition for the writer(s)
Abstract	Describes what was done – 150 words
Key Words (some journals)	Ensures the article is correctly identified in abstracting and indexing services
Introduction	Explains the problem
Methods	Explains how the data were collected
Results	Describes what was discovered
Discussion	Discusses the implications of the findings
Acknowledgements	Ensures those who helped in the research are recognised
References	Ensures previously published work is recognised
Appendices (some journals)	Provides supplemental data for the expert reader

Title Page

Learning to Format 1

Running head: LEARNING TO FORMAT

Learning to Format Papers
in APA Style
Jodi Wagner
Purdue University

- Page header (see video)
 - Running head
 - A shortened title
 - Title (50 characters or less)
 - Author
 - Institution
-
- Taken from (<http://owl.english.purdue.edu/owl/section/2/10/>)

Headings

Level One:

Centered, Boldface, Uppercase and Lowercase

Level Two:

Flush Left, Boldface, Uppercase and Lowercase

Level Three:

Indented, boldface, lowercase paragraph ending with a period.

Level Four:

Indented, boldface, italicized, lowercase paragraph heading ending with a period.

Level Five:

Indented, italicized, lowercase paragraph heading ending with a period.

Abstract

- Helps the reader decide whether to read the paper
- Indiana Tech requires dissertation abstracts of 350 words or less.
- Non-dissertations suggest a range from 150-250 words.
- Abstracts provide an overview of the dissertation to include:
 - Purpose, design, method, theoretical or conceptual framework, findings and overall conclusion. Each abstract is different; your Chair will guide you in terms of what is preferred.

Learning to Format 2

Abstract

Easdlfj leasd asdkj ldfje;la alsckjf efjaiv ekvaie vli-
jfelkvn liefefdwn. Efasdlfkje ljasd.mfeiva. Elasdjf
lsjfasdfm eefafie. Waslfkwenaelkjva sdj. Vdsaflierve
kje a;vlijewlakjv lejaeolk a;liej vkjwoiva lkdfj peoi.

Indiana Tech's Guidelines

- To find out what information goes in which location (and in what order) for the QP and the Dissertation, review the guidelines in the Ph.D. Student Handbook:
 - <https://phd.indianatech.edu/studenthandbook/>
 - Qualifying Paper Guidelines
 - Dissertation Manual
 - PhD Program Plagiarism Policy

CITATIONS

Citations:

Parenthetical citations are preferred

In-text

- According to Carroll and Levy (2010), leadership development must be engendered as a unique identity.
 - Focuses on the *authors*, not the facts.
 - It obscures the argument
 - It slows down the reader

Parenthetical

- Leadership development must be engendered as a unique identity (Carroll & Levy, 2010).
 - Focuses on the *information*, not the authors.
 - But the authors are still credited
 - Makes a smoother, more readable argument

Citations

- **Three to Five Authors:** List all the authors the first time you cite the source.
 - Parenthetical: (Kernis, Cornell, Sun, Berry, & Harlow, 1993)
 - in-text: Kernis, Cornell, Sun, Berry, and Harlow (1993)
 - Use In subsequent citations, only use the first author's last name followed by "et al."
 - (Kernis et al., 1993) or Kernis et al. (1993)
 - **Note: In *et al.*, *et* should not be followed by a period.**
- (<http://owl.english.purdue.edu/owl/section/2/10/>)
- **Six or more authors:** Use “et al.” immediately.

Secondhand Citations

- Always* cite the originator of the information you refer to in your paper,
 - Which is not always the source where you read it.
 - Reading facts cited by another person is like a game of gossip – you don't know the accuracy of the information from a third-party source. Many authors have been mis-cited by trusting secondhand accounts by third parties (including *this* author!)
- Therefore, if you see an interesting fact from author A, cited by Author B's paper, always* READ the original Author A instead of relying on a third-party Author B's accounts.
- * exceptions are if the source is completely unavailable – but use **extremely rarely**.
 - If you MUST use a secondhand citation: (Author A, as cited in Author B); (White, 1978, as cited in Kadlec, 2010).



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WWW.PHDCOMICS.COM

REFERENCES

References

- Type **References** on the top center
- Sources appear in alphabetical order
- Hanging indent is used (see video)
- First word of citation should correspond with in-text citation

Journal Article

- Author's Last Name, Initial of Author's First Name. (Year of Publication). Title of article. *Title of Publication, Volume Number*(Issue Number), Page Numbers. DOI #
- Murphy, S.E. & Johnson, S.K. (2011). The benefits of a long-lens approach to leader development: Understanding seeds of leadership. *The Leadership Quarterly*, 22(3): 459-470. DOI: 10.1016/j.leaqua.2011.04.004

Print Book

- Author's Last Name, Initial of Author's First Name. (Year of Publication). *Title of book*. Location of Publisher: Name of Publisher.
- Lipson, C. (2008). *Doing honest work in college: How to prepare citations, avoid plagiarism, and achieve real academic success*. Chicago: University of Chicago Press.

Government Document

- Author or Department. (Year). *Title of work*. (Report No.). Location: Publisher.
- National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

Website

- Author, A. (year). Title of website [Description of form]. Retrieved from URL.
- American Cancer Society. (2015). Cancer statistics [web page]. Retrieved from <http://www.cancer.org/cancer/cancerbasics/index>

Unusual, but necessary citations and references...

- Personal Communications: letters, memos, e-mails, messages, messages from blogs, etc.
- Are cited in-text, but not on the reference page.
 - T. K. Lutes (personal communication, April, 18, 2001).
 - (B. C. Williams, personal communication, August 10, 2008).
- Brochures:
Research and Training Center on Independent Living. (1993). *Guidelines for reporting and writing about people with disabilities* (4th ed.) [Brochure]. Lawrence, KS: Author.
- Diagnostic and Statistical Manual of Mental Disorders:
American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.
- No date:
Lovejoy, S. (n.d.). *Workers with disabilities: Disability disclosure*. Retrieved February 6, 2006, from <http://diversity.monster.com/wwd/articles/disclosure/>
- Audio Recording:
Costa, P. T. Jr. (Speaker). (1998). *Personality, continuity, and changes of adult life* (Cassette Recording No. 207-433-88A-B). Washington, DC: American Psychological Association.
- Television series:
Miller, R. (Producer). (1989). *The mind* [Television series]. New York: WNET.
- Paper Presented at a Meeting or Symposia:
Culter, L. D., Frolich, B., Hanrahan, P. (1997, January 16). *Two-handed direct manipulation on the responsive workbench*. Paper presented at the 1997 Symposium on Interactive 3D Graphics. Abstract retrieved June 12, 2000, from <http://www.graphisc.stanford.edu/papers/twohanded/>

References

- **Organization as Author**

American Psychological Association. (2003).

- **Unknown Author**

Merriam-Webster's collegiate dictionary (10th ed.)(1993). Springfield, MA: Merriam-Webster.

- **Two or More Works by the Same Author**

- Use the author's name for all entries and list the entries by the year (earliest comes first).

Berndt, T.J. (1981). Age changes and changes over time in prosocial intentions and behavior between friends. *Developmental Psychology*, 17, 408-416.

Berndt, T.J. (1999). Friends' influence on students' adjustment to school. *Educational Psychologist*, 34(1), 15-28.

References

- **Two or More Works by the Same Author in the Same Year**
 - If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter. Then assign letter suffixes to the year. Refer to these sources in your essay as they appear in your reference list, e.g.: "Berndt (1981a) makes similar claims..."

Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior between friends. *Developmental Psychology*, 17, 408-416.

Berndt, T. J. (1981b). Effects of friendship on prosocial intentions and behavior. *Child Development*, 52, 636-643.

Reference Details

- Capitalization:
 - Capitalize all proper nouns (e.g., American), the first word in the title, and the first word after a colon
 - Do *not* capitalize any other word in the article title.
 - Leadership development: A review in context.
 - DO capitalize every major word in the journal title.
 - *The Leadership Quarterly*

Proofreading

Writeathome.com

- Style
 - Is every sentence clear and easy to understand?
 - Do my sentences and paragraphs connect coherently with effective transitions from argument to argument?
 - Do I employ mostly strong action verbs or do I rely too much on weak “be” verbs?
 - Is my writing economical and concise? Which sentences can I shorten to make it more effective?
 - Do I say something new and important in each sentence or do I repeat myself?
 - In every sentence, do I say what I intend to say or do I settle for something close?
 - Do I use direct quotes rarely and do I paraphrase effectively?

Proofreading

Writeathome.com

- Grammar/usage
 - Are all my sentences complete? Any fragments, comma splices, or run-ons?
 - Is my verb tense consistently appropriate throughout the paper?
 - Do all my verbs agree with their subjects?
 - Are the antecedents for all my pronouns clear? Is it clear what the pronouns refer to?

Proofreading

Writeathome.com

- Word choice/diction
 - Do I use the precise word every time?
 - Can I replace any word with one that is more precise, clear, or vivid?
 - Am I aware of the connotations of the words I use?
 - Have I left out any words I meant to include? Have I left in words I meant to delete?
 - Do I avoid technical jargon and slang potentially unfamiliar to my reader(s)?
 - Do I avoid clichés and bland, overused expressions?
 - Have I eliminated all unnecessary adjectives and adverbs?

Proofreading

Writeathome.com

- Mechanics and formatting
 - Have I spelled everything correctly (use, but don't trust the spell-checker, as it won't catch everything)
 - Does every sentence end in correct punctuation?
 - Have I followed rules for comma use?
 - Have I correctly punctuated and formatted all quotations?
 - Have I capitalized properly?
 - Have I avoided unnecessary abbreviations?
 - Are all my paragraph breaks where they should be?