



# Library ISEP Newsletter Spring 2021

## Welcome

Hello from the Cerro Coso Library and welcome to Spring semester! In these times of lock downs, correspondence courses, and willy-nilly communication, we wanted to reach out and let you all know we are thinking about you. We cannot wait to receive research requests from you all again and support your educational journey with Cerro Coso. Just know that we are working closely with professors to deliver quality and relevant research resources to you through appropriate classes. In this short newsletter we have included some fun library tidbits and a hopefully helpful academic guide. We wish you success in your academic journey!



## Meet Your Librarians

**Colleen Cook, adjunct librarian:** Colleen teaches the LIBR C111 Advanced Research and Information Studies (see the newsletter for more information). She likes to hike and camp on weekends and spends her free time pursuing DIY activities such as crocheting or canning.

**Julie Cornett, full-time librarian and professor:** Julie has worked at Cerro Coso for over 10 years developing collections and providing instruction. She oversees services for our incarcerated students, and likes to mountain bike, read, and garden.

**Becky Parker, full time Technician II and adjunct librarian:** Becky has worked at Cerro Coso for over 8 years. She oversees operations at the circulation desk, catalogs incoming materials, and answers research requests for incarcerated students. She writes our library blog and likes to read and write with her co-worker: a cat named Rory.

**Melanie Armstrong, part-time librarian:** Melanie provides research assistance and collection development at our Bishop and Mammoth campuses and online. She helps a lot with answering research requests for incarcerated students.

**Sandy Bradley, part-time librarian:** Sandy has experience in public, academic, and military libraries. She and her associates, (Mort, the tortoise, and Princess, the cat) enjoy working with Cerro Coso students because they always learn something new and valuable.

## Access Your Librarians!






Have questions about resources? You can write to your librarians at **Cerro Coso Library, 3000 College Heights Blvd, Ridgecrest, CA 93555**. We would love to hear from you!

## Advance Your Research Knowledge

Did you know that the library now offers a 3-unit elective class? LIBR C111 Advanced Research and Information Studies is designed to increase your awareness of and knowledge in advanced research techniques, the ethics of modern information, and academic conversation principles. This class is helpful if you are in the early stages of your academic journey, are interested in the impacts of current news reporting and social media on modern information gathering, and/or are looking for resources to improve your research skills. Forty-three dedicated individuals managed through the first class ever in Fall 2020 and thanks to their input it is vastly improved! Spring students enrolled in LIBR C111 will have a chance to contribute to the library's blog for the first time. Talk to your educational counselor about enrollment for future semesters!

## Who's Helping Who?

Your librarians rely on their diligent assistants to keep them in line during the workday! Can you match which four-legged assistants help which librarian introduced on the previous page?

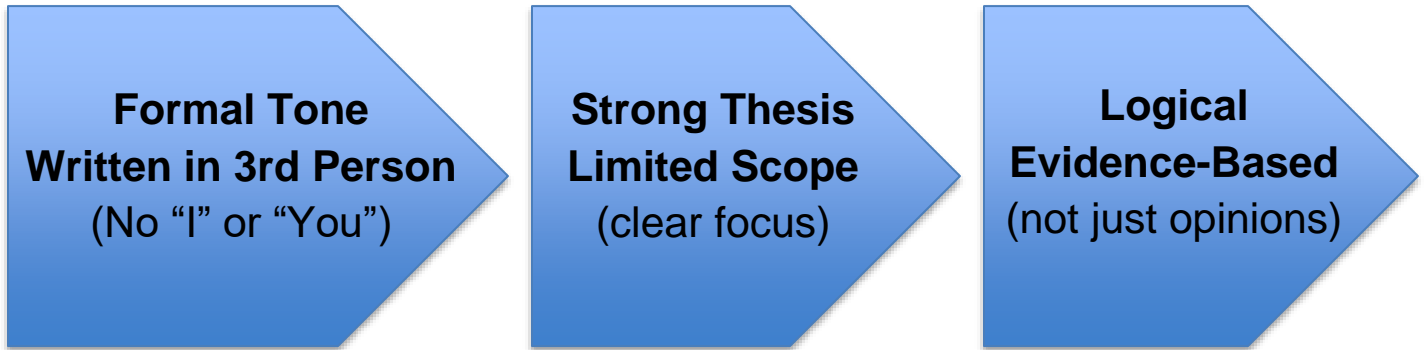
<p><b>A</b> Mort</p> 	<p><b>B</b> Cairo</p> 	<p><b>C</b> Dakota &amp; Grey</p> 
<p><b>D</b> Rory</p> 		<p><b>E</b> Sasha</p> 

Ms. Cook – C; Ms. Cornett – B; Ms. Parker – D; Ms. Armstrong – E; Ms. Bradley – A



# ACADEMIC WRITING

Academic writing is a form of rhetoric, or communication, used by scholars and students to convey research and other findings. As opposed to storytelling or journalistic styles, writing for academic purposes is defined by several key features:



**Source**

**Citations!**

**Tone**

**Source**

**Journalistic Writing (News Blog):**  
**Ruth Bader Ginsburg & Dissents: What's a Dissent?**  
 by Dhruvi Bhagat | September 29, 2020  
 Recently, we learned that one of the Supreme Court Justices, Ruth Bader Ginsburg, died at the age of 87. Justice Ginsburg was well known for being a champion of gender equality throughout her legal career. In 1993, President Bill Clinton appointed Ruth Bader Ginsburg to the Supreme Court, making her the second woman ever on the court.  
 Justice Ruth Bader Ginsburg became known more commonly as Notorious RBG, or RBG, when NYU Law student Shana Knizhnik catapulted her to celebrity status in 2013. Knizhnik started a Tumblr blog for the justice in 2013, after she was inspired by Justice Ginsburg's dissent in the *Shelby County v. Holder* decision. The Tumblr account took off and turned Justice Ruth Bader Ginsburg into a pop culture icon. Justice Ginsburg became well-known for her strongly worded dissents in response to some Supreme Court opinions.  
 What is a dissent? When the Supreme Court decides on a case, they issue a majority opinion. The majority opinion explains why the majority of justices decided the case the way that they did. However, in many rulings, not all of the justices agree that the decision was correct. In this case, one or more justices will file a dissent that comes along with the majority opinion. In the dissent,

**Academic Writing (Duke Law Journal):**  
 774 **DUKE LAW JOURNAL** [Vol. 59:771]  
*role in bearing children has, in effect, restrained women from developing their individual talents and capacities and has impelled them to accept a dependent, subordinate status in society.*<sup>13</sup>  
 Ginsburg thus argued that traditions of regulating women during pregnancy are not in fact benign but instead play a key role in imposing on women "subordinate" social status.  
 As this Essay shows, Ginsburg's equal protection argument in *Struck* anticipates views that she would subsequently express on the bench<sup>14</sup>—including her account of intermediate scrutiny for the Court in *United States v. Virginia*,<sup>15</sup> which requires the judiciary closely to examine laws that classify on the basis of sex but allows government to differentiate between men and women so long as "such classifications [are] not . . . used, as they once were, to create or perpetuate the legal, social, and economic inferiority of women."<sup>16</sup> The *Struck* brief illustrates beautifully how Ginsburg reasons from antisubordination values in defining constitutional equality, in identifying the perspective from which to determine whether equality values are implicated, and in linking equality- and liberty-based arguments for the full participation of women in the public and private life of the nation.  
 Ginsburg's understanding of pregnancy discrimination in *Struck* calls into question certain feminist characterizations of her as a

<sup>13.</sup> *Id.* at 9 (emphasis added) (quoting *United States ex rel. Robinson v. York*, 281 F. Supp. 8, 19 (D. Conn. 1968); *Griggs v. Duke Power Co.*, 401 U.S. 424, 432 (1971)).  
<sup>14.</sup> For one account of Ginsburg's legal strategy, see Deborah L. Markowitz, *In Pursuit of Equality: One Woman's Work to Change the Law*, 11 *WOMEN'S RTS. L. REP.* 73 (1989). For examples of other feminist lawyers of the era who challenged pregnancy discrimination as sex discrimination, see Reva B. Siegel, *Constitutional Culture, Social Movement Conflict and Constitutional Change: The Case of the De Facto ERA*, 91 *CAL. L. REV.* 1373, 1385, 86 (2006).

[Journalistic writing style from news blog vs academic writing style from academic journal]

Bhagat, Dhruvi. *Ruth Bader Ginsburg & Dissents: What's a Dissent?* 29 Sept. 2020, [www.bpl.org/blogs/post/ruth-bader-ginsburg-dissents-whats-a-dissent/](http://www.bpl.org/blogs/post/ruth-bader-ginsburg-dissents-whats-a-dissent/).

Siegel, Neil S., and Reva B. Siegel. "Struck by Stereotype: Ruth Bader Ginsburg on Pregnancy Discrimination as Sex Discrimination." *Duke Law Journal*, vol. 59, 2010, pp. 771–798., doi:10.1017/cbo9781107477131.006.



# ACADEMIC WRITING

## Why is it Important?

Scholarly communication is based on a mutual understanding that the individual presenting information has authority over that information. In other words, that they can be trusted because they follow the rules of scholarly engagement. Academic writing, with its formality and insistence on up-front evidence, is the highest form of academic communication. Mastering this skill will not only help you pass your classes, but ensure you are taken seriously in your field!

## Evidence is the Backbone of Your Paper

Research, data, and primary sources are all foundations of strong arguments. Asking in-depth questions will help you begin your paper. You should draw your conclusions and arguments from your sources instead of selecting sources because they agree with your assumed answer. Academic writing is characterized by conclusions drawn from multiple sources!

## Citations - A Key Feature of Academic Writing!

There are generally two parts to every citation:

### In-Text Citation:

This is where you place the quote or idea within the body of your paper, so readers know exactly which page your quote came from. Always provide sources for facts or ideas that are not common knowledge or general information. Typically, it is preferred that you restate the information in your own words and not quote long sections directly in your paper. A good rule of thumb is to take twice as much space explaining the quote as the actual quote takes up.

Due to the stigma placed on women working in the literary sphere, it is likely that “Anon, who wrote so many poems without signing them, was often a woman” (Woolf 49).

### Bibliographic Citation:

This is the full citation at the end of your paper, usually on a separate Works Cited or References page. This directs readers from the in-text citation to the complete source you used to find the information. A list of items you referenced in your paper allows others to duplicate your research and therefore strengthens your academic credibility. You stand by your arguments and are not afraid to give credit where credit is due!

Woolf, Virginia. *A Room of One's Own*. Harcourt Brace Jovanovich, 1989.



# ACADEMIC WRITING

## Organizing an Academic Paper

- **Research Question**
  - This is the big picture, the reason this paper exists, and what ties all the information to follow together.
  - Smart Tips -
    - Introduce your topic and why it is important.
    - Lead into your research statement, or thesis, which is your answer to your research question.
    - Remember informal tone and third person!
- **Background Information**
  - Provide contextual information about the topic so that readers are familiar with the research being conducted.
  - Smart Tips -
    - This is a good place to ensure your readers have the necessary information they need to understand your topic and the evidence you are about to present to back up your thesis.
- **Factual Evidence and Analysis**
  - From here on out, you should present arguments for or against your thesis in logical manner, building towards the conclusion, based on the research or testing done specific to the topic you introduced earlier.
  - Smart Tips -
    - Remember that you are not simply stating facts you have researched but analyzing the evidence you are presenting in relation to your thesis.
    - Also, CITE SOURCES! Give credit where credit is due and use the proper format for the field of study or as designated by the instructor.
- **Grammar, Sentence Structure**
  - Paragraphs and sentences should be clear and concise. Grammar and spelling should be free from errors.
  - Smart Tips –
    - Remember, this paper is your proof that you belong in the academic discussion space! Poor grammar, simplistic or run-on sentences, and spelling errors detract from your paper and leave your audience questioning your research.
- **Conclusion**
  - Your paper should end with a conclusion that wraps up evidence presented to the original thesis.
  - Smart Tip –
    - Rather than restating your introduction and affirming or denying your original thesis, this is an opportunity to provide a final analysis encompassing the bulk of your research. You can then firmly state how your research has informed your thesis.
    - Also, where else could this research go? Are there avenues still to be explored or did this research lead open more questions? Why not end with a call to additional action for research and testing!



# ACADEMIC WRITING

## Give Credit Where Credit is Due

As we mentioned before, evidence is the backbone of your research but if you do not tell readers where you got your evidence then they are unlikely to believe you. Plus, stealing another person's ideas or work is copyright or intellectual property infringement and not accepted in the academic community.

Not to worry! There are a variety of standards that assist you in properly giving credit to your evidence and sources! Each academic field has its own preferred standard to utilize when writing and publishing for an academic audience. Therefore, your professor will instruct you to use a certain standard when writing for their class. MLA and APA are the most common you will encounter on your educational journey. The library provides you and your instructors MLA and APA guides to walk you through the process.

Curious what academic writing standards exist? Here is a short compilation:

Chicago Manual of Style – *general publication style guide*

ACS Style Guide – *used for primarily for the American Chemical Society*

American Medical Association Manual of Style – *medical publication style*

American Psychological Association Style Guide (aka APA) – *commonly used for undergraduate research*

American Sociological Association Style Guide – *publication style for the social sciences*

IEEE Style – *used for technical publications, especially computer science*

MLA Style Guide – *primarily used for English and arts classes per the Modern Language Association*

The Style Manual for Political Science – *primarily used by political science publications*

## Wrap Up!

Academic writing is a skill and like any other skill it takes practice. As an undergraduate student, you will have lots of avenues for practice throughout your classes. Remember that your professors are your coaches to learn this skill. You also have access to tutors, fellow classmates, and librarians when you have questions, need help, or would like a review of your work before you submit an assignment.