

# KEYTEXT3 DEFINITIONS

| Code using = = | E.g., =aac= instantly becomes AAC-authorized students -- request password from instructor (usable throughout the course).   |
|----------------|---|
| +-             | ±   |
| 3dots          | <p>Use 3 dots for elision within a sentence; 4 dots for elision that spans two or more sentences. E.g.,</p> <p>ORIGINAL: This is a single sentence where a portion is being removed.<br/>WITH ELISION: "This is a ... sentence where a portion is being removed."</p> <p>ORIGINAL: When we quote material from a source, sometimes portions may not be useful for our purposes. We are allowed to remove parts even if they cross sentence boundaries using the three or four-dot elision marks. If what's left needs an uppercase letter instead of a lowercase letter or a lowercase instead of an uppercase, we use square brackets to show the letter that was changed. Similarly, square brackets can be used around material inserted into the original quotation after elision of a portion.</p> <p>WITH ELISION: "When we quote material from a source, .... [w]e are allowed to remove parts even if they cross sentence boundaries using the three or four-dot elision marks.... [W]e use square brackets to show ... letters that ... [have letters with] changed [cases]...."</p> |
| a              | M. E. Kabay<br>255 Flood Road<br>Barre, VT 05641-4060   |
| aac            | AAC-authorized students.  |
| abs            | Absolutes cannot be modified using intensifiers such as <i>very</i> or <i>extremely</i> ; e.g., it's impossible for something to be <i>very unique</i> – it's either unique or it's not. Other examples: <i>extremely perfect</i> , <i>very flawless</i> , <i>outstandingly indestructible</i> .  |
| aen            | all of the other answers are correct except <u>none</u> of the other choices is correct   |
| afdb           | <p>An Aluminum Foil Deflector Beanie (AFDB) is a type of headwear that can shield your brain from most electromagnetic psychotronic mind control carriers. AFDBs are inexpensive (even free if you don't mind scrounging for thrown-out aluminium foil) and can be constructed by anyone with at least the dexterity of a chimp (maybe bonobo). This cheap and unobtrusive form of mind control protection offers real security to the masses. Not only do they protect against incoming signals, but they also block most forms of brain scanning and mind reading, keeping the secrets in your head truly secret. AFDBs are safe and operate automatically. All you do is make it and wear it and you're good to go! Plus, AFDBs are stylish and comfortable.</p> <p>What are you waiting for? Make one today!</p>  |
| aff            | <p>You are a criminal cretin whose pathetically unconvincing spam is disgustingly primitive and would trick only a mentally defective victim even stupider than you are.</p> <p>Stuff your microcephalic cranium (that means your head, such as it is) up your capacious feces-lined rectum (that means your shit-filled ass), take a DEEEEEP breath and expire slowly and in great pain (that means fuck off and die).</p> <p>M. E. Kabay, PhD, CISSP-ISSMP<br/>[You can look up the meaning of the abbreviations using Google, you ignorant fool.]</p>  |
| ai             | <p>Avoid intensifiers (very, extremely) in technical writing -- they weaken your assertions. As a simple example, which sentence do you think is stronger, "I am truthful" or "I am very truthful?"</p> <p>WEAK: "It is very important that we ...."</p> <p>STRONGER: "It is important that we ...."</p> <p>or even better (crisper), "We must....."</p> <p>In particular, don't describe anything except a lie or a performance as "incredible" in technical writing. The word means "not believable," not "good."</p>   |
| all            | all of the other answers are correct except <u>none</u> ...   |
| amount         | <p>Use <u>amount</u> for what you measure;<br/>use <u>number</u> for what you count.</p> <p>E.g.,</p> <p>WRONG: The amount of students was overwhelming.<br/>RIGHT: The number of students was overwhelming.</p> <p>WRONG: The number of sugar wasn't enough for the recipe.<br/>RIGHT: The amount of sugar wasn't enough for the recipe.</p>   |
| an             | M. E. Kabay, PhD, CISSP-ISSMP<br>Professor of Computer Information Systems<br>School of Business & Management, Dewey Hall<br>Norwich University<br>158 Harmon Drive<br>Northfield, VT 05663-1035  |

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|            | Phone 802-479-7937   |
| ap         | Don't use apostrophes to create plurals. (Yuck: "Don't use apostrophe's to create plural's.")  |
| apf        | If you use WORD, use its automatic formatting of paragraphs -- you won't have to press the ENTER key twice. A useful setting in the PARAGRAPH format dialog is to set the Spacing at 6 points above and 6 points below each paragraph, use Single spacing, and uncheck the box for "Don't add space between paragraphs of the same style."   |
| as         | "As" is a conjunction; "like" is a preposition." WRONG: "Like I said, ....." RIGHT: "As I said...."  |
| assure     | One assures someone; one ensures a result.<br>WRONG: I will assure that security improves.<br>RIGHT: I will ensure that security improves.<br>WRONG: I ensured her of our competence.<br>RIGHT: I assured her of our competence.   |
| attendance | Norwich University Academic Rules and Regulations (Rev 2012-03) Section VII p 71.<br><br>1. Excused Absences - The following will be considered excused absences according to the guidelines issues by the Office of the Vice President of Academic Affairs, which is the authority on academic policy.<br><br>a. Documented debilitating illness,<br><br>b. Emergency leave, as approved by the Commandant or Dean of Students,<br><br>c. Single-day course field trips, military obligations for students contracted for commissions in the US military and other military obligations beyond the student's control, varsity athletic contests, and regimental band appearances. For these types of excused absences, an official of the University must submit a request, at least 72 hours in advance to the Registrar's Office for detached service. The student is required to notify his or her instructors at least 48 hours in advance. Faculty may deny an excused absence for these events for a student currently achieving a D+ or lower in their course if the faculty member believes that additional absences are a serious detriment to the student. Faculty members must promptly notify the coach or appropriate official of their denial.<br><br>d. Other absences as approved by the faculty member.<br><br>2. Unexcused Absences - All absences not included in paragraph D.1. above.<br><br>E. Faculty members may assign a grade of "F" to students whose total absences, excused or un-excused, equals or exceeds 15% of the class meetings, if this policy is stated on the syllabus. Faculty may allow students with passing grades to exceed the 15% limit.<br><br>F. Faculty members are responsible for clearly stating the course attendance policy on the syllabus at the beginning of the course. Unless stated otherwise, the maximum number of permitted absences is the number of times the course meets per week. When the student has reached the maximum number of permitted absences, the faculty member will warn the student of impending dismissal from class with a grade of "F." This warning letter will include the course number and section and dates(s) of absence(s). The letter will state that any future unexcused absences may result in recommendation to the Vice President of Academic Affairs through the course School Dean that the student be dismissed from the class with a grade of "F." A copy of the warning letter will go to the student's academic advisor and to the Commandant and Vice President of Student Affairs.<br><br>Receipt of two grades of "F" for excessive absence during any one semester is cause for immediate separation from the University. |
| avs        | Accord the number of a verb with its subject ("Monitoring," in the example below), not with the number of the proximate noun ("networks").<br><br>WRONG: Monitoring our networks help ensure better security.<br>WRIGHT: Monitoring our networks helps ensure better security.   |
| aw         | although or while?<br><br>"While" is best used for duration. In contrast, "although" instantly makes it clear to the reader that you mean to provide a clarification whereas "while" leaves a momentary confusion about your meaning. Here's a subtle example in which the first version is intended to show concurrency whereas the second version emphasizes an unexpected feature:<br><br>* Concurrence: "While I was shopping, I was listening to an interesting program through my earbuds."<br>* Contrast: "Although I was shopping, I was also listening to an interesting program through my earbuds."   |
| bcc        | P.S. Please don't use the TO: and the CC: fields for distribution lists of informative materials.<br><br>Anyone who automatically uses REPLY ALL (and there are unfortunately many) will spam the entire list. A typical mistake is to send something like "Thanks!" to everyone on the list. Worse, some will send "Remove me from this list" and send that to EVERYONE instead of just the original sender.<br><br>If people on the list object to what was sent using the REPLY ALL, they can REPLY ALL with their objections and then spark yet more messages as recipients REPLY ALL to say "Hey, I didn't send you that!" or "No, I don't agree!" This flood of unwanted messages is called a mailstorm; sometimes they can become overwhelming; some involving large BCC lists have reached thousands of useless messages before they can be stopped.<br><br>In addition, unscrupulous people can copy the entire list and use it for their own nefarious purposes.<br><br>Use the BCC list for information distribution. You can send the announcement to your own address in the TO: field.   |

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|          | <p>Read "Using E-mail Safely and Well"<br/> <a href="http://www.mekabay.com/infosecmgmt/emailsec.pdf">http://www.mekabay.com/infosecmgmt/emailsec.pdf</a> &gt;.</p>   |
| breach   | <p>A <u>breach</u> is a break; e.g., "The Equifax breach was the largest in history at the time." A <u>breech</u> is either the back of a gun barrel, part of a pulley, or the buttocks. <u>Breeches</u> are trousers or shorts that go down to the knee.</p>   |
| ca       | <p>Compound adjective takes a hyphen; noun does not. Thus "DoS stands for denial of service" but "The denial-of-service attack halted access for our customers."</p>  |
| call     | <p>Call me any time! 802-479-7937 cannot disturb me - rings on office phone or on cell phone - but I never leave it on once I'm finished for the day.</p>   |
| canspam  | <p>You may be violating specific rules of the US CAN-SPAM Act of 2003 with the specific violations marked with asterisks (***) in the list below.</p> <p>CAN-SPAM Act of 2003: Core Requirements<br/> <a href="https://www.law.comell.edu/node/37193">https://www.law.comell.edu/node/37193</a> &gt;</p> <p>Section 5(a) of the CAN-SPAM Act of 2003 sets forth the basic legal principles that differentiate legal and illegal commercial email. See 15 U.S.C. § 7704(a). According to these principles, the senders of commercial email will be engaging in legal activity, so long as:</p> <ol style="list-style-type: none"> <li>1) The header of the commercial email (indicating the sending source, destination and routing information) doesn't contain materially false or materially misleading information;</li> <li>2) The subject line doesn't contain deceptive information;</li> <li>3) The email provides "clear and conspicuous" identification that it is an advertisement or solicitation;</li> <li>4) The email includes some type of return email address, which can be used to indicate that the recipient no longer wishes to receive spam email from the sender (i.e. to "opt-out");</li> <li>5) The email contains "clear and conspicuous" notice of the opportunity to opt-out of receiving future emails from the sender;</li> <li>6) The email has not been sent after the sender received notice that the recipient no longer wishes to receive email from the sender (i.e. has "opted-out"); and</li> <li>7) The email contains a valid, physical postal address for the sender.</li> </ol> <p>According to the Senate Commerce Committee Report, violations of these principles constitute "unfair or deceptive acts or practices" that are subject to enforcement action by the Federal Trade Commission ("FTC"), and certain other Federal agencies. See S. Rep. No. 108-102 (2003), at 17.</p> <p>For another summary of the core legal principles distinguishing legal from illegal commercial email, see the FTC's CAN-SPAM Act Compliance Guide for Businesses (September 2009) &lt; <a href="https://www.ftc.gov/tips-advice/business-center/guidance/can-spam-act-compliance-guide-business">https://www.ftc.gov/tips-advice/business-center/guidance/can-spam-act-compliance-guide-business</a> &gt;.</p> <p>[I am not a lawyer and this is not legal advice. For legal advice, consult an attorney licensed to practice in your jurisdiction and qualified in the specific area of the law concerned.]</p> |
| cata     | <p>CATA: Computer-Aided Thematic Analysis<br/> <a href="http://www.mekabay.com/methodology/CATA.pdf">http://www.mekabay.com/methodology/CATA.pdf</a> &gt;<br/> An easy method using a spreadsheet to isolate facts, ideas, opinions and feelings into themes and then organize these themes into a coherent structure without having to impose an extrinsic framework on them. Useful for all students and researchers.</p>   |
| cgcs     | <p>College of Graduate and Continuing Studies</p>   |
| cmap     | <p>Fill out the attached EXCEL spreadsheet. Write in the date (YYYYsemester -- e.g., 2017f or 2018s etc.) when you took, are taking, or plan to take courses; fill in the course numbers and names of those that are not specific (e.g., humanities requirements, lab sciences, free electives). You don't have to fill in more than the past, current and next semesters unless you want to. Send it back to me for review and comments.</p>   |
| cmk      | <p>Copyright © 2018 M. E. Kabay. All rights reserved.</p>   |
| coa      | <p>PLEASE ISSUE A CHANGE-OF-ADDRESS TO RECEIVE THESE MESSAGES AUTOMATICALLY.<br/> --M. E. Kabay</p>   |
| comprise | <p>compose / comprise / consist of / constitute / include</p> <p>Comprise and consist of are concerned with a whole having a number of parts. They are used in the active voice, with the whole as their subject and the parts as their object: The house comprises three bedrooms, a bathroom, a kitchen, and a living room. The meal consisted of several small dishes that everybody dipped into and shared. Use of comprise in the sense "to constitute" is controversial.</p> <p>Avoid constructions like this if you wish to steer clear of criticism:<br/> WRONG: The house is comprised of three bedrooms, a bathroom, a kitchen, and a living room.<br/> WRONG: Three bedrooms, a bathroom, a kitchen, and a living room comprise the house.</p> <p>If some rather than all the parts are mentioned, include may be used instead:<br/> RIGHT: The house includes a kitchen and a living room on the first floor.</p> <p>Compose and constitute are concerned with parts making up a whole. Compose is normally used in the passive, and constitute in the active:<br/> RIGHT: The team is composed of several experts in the field.<br/> RIGHT: The following commodities constitute the average household diet.</p> <p>Modified from the entry in Microsoft® Encarta® 2007. © 1993-2006 Microsoft Corporation. All rights reserved.</p>   |
| cpn      | <p>Capitalize proper nouns but not ordinary words. E.g.,</p> <p>WRONG: The important issue for Educators and Parents is...</p>  |

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|            | <p>RIGHT: The important issue for educators and parents is....</p> <p>WRONG: I work at Norwich University. The university is in Northfield, Vermont.<br/>RIGHT: I work at Norwich University. The University is in Northfield, Vermont.</p>  |
| csh6       | Bosworth, S., M. E. Kabay, & E. Whyne (2014), eds. Computer Security Handbook, 6th Edition. Wiley (ISBN 978-0471716525). 2 volumes, 2240 pp. AMAZON < <a href="http://www.amazon.com/Computer-Security-Handbook-Seymour-Bosworth/dp/1118127064/">http://www.amazon.com/Computer-Security-Handbook-Seymour-Bosworth/dp/1118127064/</a> >  |
| csia       | <p>You have several options to develop your professional competence in computer security.</p> <p>1) Read a lot while continuing your current major. There are lots of useful materials about INFOSEC and INFOWAR available in the textbook collection in the Dewey Student Lounge on the first floor of our building. You can borrow books and return them later at any time. In addition, I suggest you explore the materials on my Website, &lt; <a href="http://www.mekabay.com">http://www.mekabay.com</a> &gt; where there are several thousand articles and course lectures freely available.</p> <p>2) Think about signing up for a minor: examine</p> <p>&lt; <a href="http://catalog.norwich.edu/residentialprogramscatalog/collegeofprofessionalschools/schoolofbusinessandmanagement/computercrime/#minortext">http://catalog.norwich.edu/residentialprogramscatalog/collegeofprofessionalschools/schoolofbusinessandmanagement/computercrime/#minortext</a> &gt;</p> <p>&lt; <a href="http://catalog.norwich.edu/residentialprogramscatalog/collegeofprofessionalschools/schoolofbusinessandmanagement/infoass/#minortext">http://catalog.norwich.edu/residentialprogramscatalog/collegeofprofessionalschools/schoolofbusinessandmanagement/infoass/#minortext</a> &gt;.</p> <p>3) Complete this semester in your current program but change your major to CSIA using the form at</p> <p>&lt; <a href="http://www.norwich.edu/registrar/wp-content/uploads/sites/3/Major-Minor-and-Concentration-Declaration-Form4.pdf">http://www.norwich.edu/registrar/wp-content/uploads/sites/3/Major-Minor-and-Concentration-Declaration-Form4.pdf</a> &gt;.</p> <p>If you use option (3), you may use me as your new advisor. We would have to discuss your options on what to take this spring and also options for summer courses for you to make up the missing computer-science courses so you could synchronize your program with the requirements of the CSIA major.</p> <p>4) If you can complete the all CS100 exams with 85% or more, you can have CS100 (Foundations of Computer Science and Information Assurance) waived and start CS140 Programming right away in the spring, thus avoiding any delays in being synchronized with the CSIA course map. If you cannot take CS100 this spring, you can consider taking an equivalent course in the summer using any equivalent that has already been approved according to the database at</p> <p>&lt; <a href="https://ssb.norwich.edu/bear/hwckztcs.P_ChooseState">https://ssb.norwich.edu/bear/hwckztcs.P_ChooseState</a> &gt;.</p> <p>In any event, you are welcome to come to discuss these ideas with me at any time; my office hours are posted on my office door in Dewey 209 and online at</p> <p>&lt; <a href="http://www.mekabay.com/current_schedule.jpg">http://www.mekabay.com/current_schedule.jpg</a> &gt;.</p> <p>You don't need an appointment to see me -- I welcome all students whenever I'm in my University office unless there's an emergency I have to meet. You may also phone me or use Skype or SMS (text) messages at any time -- I turn my phone off when I leave my offices.</p> |
| ctnu       | Copyright © 2018 Trustees of Norwich University. All rights reserved.  |
| cv         | < <a href="http://www.mekabay.com/cv/cv_kabay.pdf">http://www.mekabay.com/cv/cv_kabay.pdf</a> >  |
| cybercorps | <p>The Norwich CS/CSIA program is its final year of the current CyberCorps grant. Individual undergraduate students do not apply for these grants - they are nominated by a committee of the School of Business and Management's Computing Department. As of Spring 2018, however, there will be no remaining funds. Professor Huw Read has reapplied for another grant, but has not heard if that will be awarded. If not, we will not have CyberCorps grant funding. If it is, we will have five undergraduate scholarships per year for the near future, starting in Fall 2018.</p> <p>The program is not currently available for masters-program students.</p> <p>If we are awarded the grant, beyond stating an interest in being considered you cannot apply for these scholarships. They are based on merit. Each year, for the first four years of the grant, a faculty group would convene and determine merit by rating all eligible junior-level students based on: GPA; research activities; involvement in professional societies, honor societies, clubs, extra-curricular projects; and more. The top five students identified by that process would be offered the opportunity to sign a contract obligating them to the terms of the SFS scholarship. If any declined, the nearest runner(s) up would be offered the same opportunity, until all five scholarships for that cycle were accepted.</p> <p>If you want details about CyberCorps scholarship benefits, please visit <a href="https://www.sfs.opm.gov/">https://www.sfs.opm.gov/</a> if you haven't already. Meanwhile, I hope this helps clarify our current status. Given the way budgeting has gone in the past, we may not know if we are awarded the new grant until anywhere from March to July 2018. If we are awarded the grant, you can be sure there will be a lot of noise made about it.</p>   |
| da         | Define acronyms on first use, especially for non-technical correspondents.   |
| dar        | Don't address the reader ("you") in technical writing.   |
| db         | David Blythe, JD   |
| ds         | Don't use double-spacing in electronic submissions unless you are ordered to do so. Double-spacing used to be helpful on paper versions to allow space for comments and corrections; in electronic documents it's just a waste of screen space.  |
| eg         | <p>"E.g." stands for "exempli gratia" which is interpreted in English as "for example." "I.e." stands for "id est" which is "it is" in English. Do not confuse these two abbreviations. Both expressions are normally placed following a semicolon and followed by a comma.</p> <p>RIGHT: The factors include technical weaknesses; e.g., poorly-configured firewalls and hardware failures.</p>   |

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|       | RIGHT: The state applied the principle of in loco parentis; i.e., the school was responsible for protecting its students as a parent would.   |
| esf   | <p>Every statement of fact requires a specific reference. For example, "Most ____ are ____" requires a reference unless you are referring to your own direct observations in a report. Thus</p> <p>"Most computer systems in the United States are from Mars according to a report by the National Academy of Wingnuts in 2014.[12]"</p> <p>Here, the [12] represents footnote or endnote 12, which points to a specific report by the National Academy of Wingnuts. When using WORD, all the details would be placed in the References   Manage Sources function.</p>  |
| ew    | Every word, every phrase, every clause, every sentence, every paragraph, every section must add to the value of your work. If it changes nothing, leave it out. Examples: "... in this day and age....", "What it is is that....", "Having said that....", "That said....", "Needless to say....", "Not to mention...."   |
| fce   | Use "Frequently Corrected Errors" < <a href="http://www.mekabay.com/methodology/fce.pdf">http://www.mekabay.com/methodology/fce.pdf</a> > as a checklist and reference source to identify and correct common grammatical and usage errors.  |
| ferpa | [Please use only Norwich email when discussing school issues; we are required to comply with the federal FERPA regulations to maintain the privacy and security of your school performance.]  |
| fo    | <p>Don't use "First off, ...." to start a list. It's not standard (professional) English. Just leave off the "off." "First, ...."</p> <p>WRONG: "First off, we must consider....."</p> <p>RIGHT: "First, we must consider...."</p> <p>BUT ALSO RIGHT: "First off the starting line was...."</p>   |
| frag  | <p>Every sentence must have at least a subject and a verb. For example, the second entry in this pair is a fragment:</p> <p>WRONG: "This habit would have cost him \$1,470 per account he owned. A substantial fee simply to play a computer game."</p> <p>The error could be corrected by using a subject and a noun:</p> <p>RIGHT: "This habit would have cost him \$1,470 per account he owned. That level of expense is a substantial fee simply to play a computer game."</p> <p>Another solution would be to combine the two components using a dash or a colon, as in the following versions:</p> <p>RIGHT: "This habit would have cost him \$1,470 per account he owned--a substantial fee simply to play a computer game."</p> <p>RIGHT: "This habit would have cost him \$1,470 per account he owned: a substantial fee simply to play a computer game."</p>  |
| fraud | <p>I'm sorry to inform you that you have been the victim of criminal fraud.</p> <p>The unsolicited commercial email (UCE or "spam") that someone sent out on your company's behalf was NOT sent to the selected addresses that they claimed they would use. For example, your spam mentions industrial goods but was sent to randomly collected addresses, including mine -- and I am a university professor and can have no value to you as a customer.</p> <p>I strongly recommend that you demand full details of the email distribution list that the criminals who defrauded your company used in their fraudulent scheme. They took your money under false pretenses.</p> <p>Given that you live in the People's Republic of China, where there is no effective rule of law, I recommend that you deal with the criminals personally. Stuffing several hundred paper copies of their fraudulent email -- email that disgraces you and your company before the world -- up their noses or other body orifices would be a highly appropriate punishment. You can also just illegally beat them severely, as that is a common technique used by your own police forces on anyone disliked by people in power. If they complain to the police, you can always bribe an officer or two to look the other way or to beat them some more.</p> <p>It would also be nice if you could spread the word to your colleagues in business in China so that fewer of you could make total fools of yourselves in the eyes of millions of unwilling recipients of your junk mail.</p> <p>I sincerely wish you zero sales from your efforts and earnestly wish you the maximum embarrassment and humiliation before your entire family, community and nation.</p> <p>Don't bother responding: your email address is now blocked.</p> <p>M. E. Kabay, PhD, CISSP-ISSMP<br/>Professor of Computer Information Systems<br/>Norwich University</p> |
| g     | <a href="mailto:mekabay@gmail.com">mekabay@gmail.com</a>  |
| gbs   | <p>Noted.</p> <p>Get better soon! Lots of rest and plenty of healthful liquids!</p>   |
| grad  | Finally, do call me Mich now that you've graduated.   |
| gtp   | The gerundial (e.g., having, being, taking, walking) -- the noun form of a verb -- takes the possessive. E.g., "my having been struck," "your being wrong," "his taking a walk," "her walking out", "their being late."   |
| hdu   | On a scale of 0 to 10, where 10 is the heat death of the universe in 80 billion years, this problem ranks as a 0.00000000000000000002.  |

# KEYTEXT3 DEFINITIONS

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| hopefully   | In colloquial (ordinary, casual) speech, "hopefully" is interpreted as meaning "I hope." However, in professional writing, "hopefully" means "in a hopeful way." Thus WRONG: "Hopefully, the situation will improve." WRONG: "It is to be hoped that the situation will improve." RIGHT: "We hope that the situation will improve."  |
| ianal       | [I am not a lawyer and this is not legal advice. For legal advice, consult an attorney licensed to practice in your jurisdiction and qualified in the specific area of the law concerned.]   |
| ib          | The informal usage illustrated in "A breach of authenticity is because someone generates false descriptions or false attributions of data" should not appear in formal writing. Nothing "is because."<br><br>Try "is defined as" or "occurs when."<br><br>Similar contempt pours upon the head of the unfortunate user of "is when" as in "A breach of confidentiality is when someone gets access to information they shouldn't know."<br><br>Use "occurs when" or "happens when."  |
| icsl        | [Do remember to include the class ID in the Subject line of your messages about specific courses. It makes it possible to file groups of messages into the right folder all at once.]<smile>   |
| ie          | "I.e." stands for "id est" which is "it is" in English. "E.g." stands for "exempli gratia" which is interpreted in English as "for example." Do not confuse these two abbreviations. Both expressions are normally placed following a semicolon and followed by a comma.<br>RIGHT: The state applied the principle of in loco parentis; i.e., the school was responsible for protecting its students as a parent would.<br>RIGHT: The factors include technical weaknesses; e.g., poorly-configured firewalls and hardware failures.   |
| imnho       | IMNHO (in my never-humble opinion)   |
| internships | From Prof Bovee:<br><br>A few things to know about internships for academic credit:<br>1. You will need to register for CS410 Independent Study as a Summer course and pay the associated fees and tuition.<br>2. Before that you should contact your supervisor (or theirs if this is above their "pay grade"), and make sure this is OK with them.<br>3. There needs to be a plan of activities/experiences/etc. that help define the knowledge/skills/abilities you will be learning or developing while in the internship.<br>4. There needs to be one or more 'deliverables' associated with 3), so the professor who is your point of contact for the internship has a way to track and evaluate your progress, and assign a grade.<br>5. The NU instructor of record and the supervisor at your internship need to sign off on 3) and 4), so there is no ambiguity about what you are doing for the internship, or about the business providing you the opportunity to acquire/demonstrate the KSAs above and to produce the deliverables.<br>This might sound like a bit too much, but what you do is pretty flexible. If you have a set of KSAs you want to tackle, or perhaps one or more certifications you can complete while doing the internship (e.g. using authorized access to pre-existing corporate training resources), it just needs to be delineated and documented so they know you need to have the time/materials/resources/support, and you and the instructor know what you need to do. The instructor of record can be whoever the most appropriate faculty member is to help problem solve/guide/evaluate your deliverables for the internship.<br>If you have any other questions, let me know. Hope this helps!<br>Matt |
| it          | Italicize titles of books, journals, newspapers and magazines.   |
| its         | "It's" means "it is." Possessive of "it" is "its."   |
| iw          | The informal usage illustrated in "A breach of authenticity is when/where someone generates false descriptions or false attributions of data" should not appear in formal writing. Nothing "is when" or "is where."<br><br>Try "occurs when" or "is defined as."<br><br>Similar contempt pours upon the head of the unfortunate user of "is because" as in, "The loss of credibility is because the usage sounds illiterate."<br><br>That sentence could correctly be written as "The loss of credibility occurs because the usage sounds illiterate" or "The loss of credibility is due to the usage's sounding illiterate."  |
| lis         | To maintain fairness and even-handed treatment of all my students, I maintain a policy of not accepting connections on LinkedIn until undergraduate students have graduated. However, I cheerily link to any of my current students (as well as alumni) via Facebook.<br><br>I do link to Norwich MSIA graduate students who graduated in or before 2010 (I resigned as MSIA Program Director in June 2009) but not those in graduation years 2011 or later unless we get to know each other.  |
| me          | NEVER use multiple ENTER strokes to position material at the top of the next page -- any change in formatting or content will move the text away from the top. Instead, use the PAGE BREAK feature (Page Layout   Breaks) or simply press CTRL-ENTER.  |
| mek         | M. E. Kabay, PhD, CISSP-ISSMP  |
| methods     | < <a href="http://www.mekabay.com/methodology/index.htm">http://www.mekabay.com/methodology/index.htm</a> >  |
| mgmt        | < <a href="http://www.mekabay.com/infosecmgmt/index.htm">http://www.mekabay.com/infosecmgmt/index.htm</a> >  |
| mich        | Do call me "Mich" (sounds like "meesh")!   |
| michel      | [BTW, my name is Michel, not Michael. My native language is French -- grew up in Montréal, Québec. Thus not "Mitch" or "Mike" but "Mich".<smile>]  |
| mma         | Often, quite, rather, somewhat, usually, very – these adverbs weaken your writing. Think hard before using any of them: are they necessary? Are they helpful?  |

# KEYTEXT3 DEFINITIONS

|           |   |
|-----------|---|
|           | WEAKER: Usually you will tend to find that such adverbs are rather useless and somewhat pointless as well as very often being quite irritating!<br>STRONGER: Weak adverbs are useless and pointless as well as irritating!  |
| ms        | For future reference, my teaching and office-hours schedule is always available at < <a href="http://www.mekabay.com/current_schedule.jpg">http://www.mekabay.com/current_schedule.jpg</a> > as well as on my Dewey 209 door.<br><br>You are always welcome to say hi - my door is always open when I'm in the Dewey 209 office.<br><br>You can reach me when I'm in my office at home using Skype (mekabay) or phone (802-479-7937) and can send text messages to the phone too. In addition, if you use Facebook Messenger, you can reach me that way as well. Of course, NU email (mekabay@norwich.edu) works any time but doesn't necessarily have instant response.<br><br>All of these methods cannot disturb me because they work only in my offices at home or at NU, so don't worry -- you can send a message at 0300 without waking me up!                                      |
| mt        | What exactly is implied by "more than happy?" Ecstatic? Blinded with joy? Nah - it's a useless cliché. Avoid it in future.  |
| mw        | <i>MERRIAM-WEBSTER'S DICTIONARY &amp; THESAURUS</i>   |
| n         | <a href="mailto:mekabay@norwich.edu">mekabay@norwich.edu</a>  |
| nad       | Don't use the colloquial "nowadays" in formal writing. Use "today," "these days," "now," "at present" or "currently."   |
| nh        | When you want numbered sections, don't do that manually -- incorporate the number automatically into the WORD heading style so you don't have to worry about keeping the numbers straight. You can choose various styles such as I II III / 1 A B C or 1. 2. 3. 1.1 1.2 1.3 and various formats such as font, size and spacing. Right-clicking on the heading name in the toolbar allows you to pick "UPDATE __ TO MATCH SELECTION" and applies your change to every use of that style in the document. Sure beats fussing with this stuff manually!  |
| npr       | Not a proper noun; no capitalization.   |
| nrc       | Precede a NON-RESTRICTIVE CLAUSE with a comma. If the clause is just extra information, you use a comma; e.g., if there were only one dog involved in a dog bite, you could write, "The dog, which was brown, bit me in the leg" implies that you could just as well write, "The dog bit me" without causing doubt or confusion. In contrast, a RESTRICTIVE clause is required for the meaning of your text; e.g., if there were a dozen dogs and one of them (the brown one) bit you, you would write "The dog which was brown bit me in the leg."   |
| nu        | Norwich University  |
| numbers   | Spell out whole numbers from zero to ten and use numerals for 11 and up. However, fractions can be put in numerical form if you wish. One can write "one half" and "two thirds," but "seven tenths" seems bizarre - much better as 1/2, 2/3, or 7/10 or 0.7.  |
| nv        | Number of the verb must match number of the subject.  |
| nyf       | Not your fault -- swamped with email -- can't keep up. Using Facebook & Web for notifications. Keep up the good work.   |
| oas       | On a scale of 0 to 10, where 10 is the heat-death of the universe 80 billion years from now, this problem ranks as a 0.000000000000000001.  |
| only      | "only" modifies the next word<br><br>WRONG: I only need one tomato.<br><br>RIGHT: I need only one tomato.<br><br>RIGHT: I only threw one tomato, but Bob smashed his with a sledgehammer.<br><br>Note that in the last example, a poor writer (or someone speaking colloquially) might believe that I only threw one and I threw only one mean the same - but they don't, as you can see from the second part of that example.  |
| oo        | "Off of" is not standard (professional) English. Simply use "off" where necessary or "from" or "on" where appropriate.<br>WRONG: I got the quotation off of a Website.<br>RIGHT: I got the quotation from a Website.<br>WRONG: We got off of the bus.<br>RIGHT: We got off the bus.<br>WRONG: The decision was based off of....<br>RIGHT: The decision was based on....   |
| ot        | Beginners sometimes include the useless, colloquial phrase "out there" in their writing; e.g., There are many options out there for students. STOP THAT.  |
| overviews | < <a href="http://www.mekabay.com/overviews/index.htm">http://www.mekabay.com/overviews/index.htm</a> >   |
| ow        | Use "On Writing" < <a href="http://www.mekabay.com/methodology/writing.pdf">http://www.mekabay.com/methodology/writing.pdf</a> > for suggestions on tips for technical/professional writing.  |
| pb        | Break your text into paragraphs wherever you change focus in your writing.  |
| pbq       | In US writing, we put the end-punctuation BEFORE the terminal quotation mark. Thus "... and so it ended." rather than "... and so it ended".  |
| pc        | parallel construction: Think about the meaning of components that follow conjunctions such as "and," "but," & "or". The normal pattern is that these conjunctions apply to the proximate (nearest preceding) verb. For example, consider the sentence,<br><br>WRONG: Medical information can be hacked by civilians using computers to obtain patient records or change different medications.<br><br>This construction results in momentary confusion as the reader tries to parse "to obtain records or change." by interpreting change as a noun in parallelism with records.<br><br>RIGHT: To ensure seamless communication, write, "to obtain patient records or to change...."<br><br>More details in the entry for parallel construction in "Frequently Corrected Errors" < <a href="http://www.mekabay.com/methodology/fce.pdf">http://www.mekabay.com/methodology/fce.pdf</a> >. |
| pg        | Dear _____,   |

# KEYTEXT3 DEFINITIONS

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|           | <p>May I have your written permission to use your excellent slides on ____ &lt; ____ &gt; in my university and technical course materials?</p> <p>I always provide a link to the source for all such materials (but never a deep link to bypass registration) and indicate that I have received permission to use them. Without permission, I don't use other people's copyright materials. I'm attaching a screenshot of what a slide with one of your graphics would look like.</p> <p>My students will greatly benefit from your admirable work in compiling these data. Please let me know if there is any other information I can supply to support your decision.</p>   |
| pin       | "PIN" means "personal identification number." "PIN number" would mean "personal identification number number."  |
| pkc       | <p>You must understand the basics of the PKC:</p> <ul style="list-style-type: none"> <li>* Two keys are generated at once.</li> <li>* Each key can decrypt what the other one encrypts.</li> <li>* One key is made public; the other is kept private.</li> <li>* To ensure confidentiality and integrity of a message sent to a recipient, the sender encrypts the message using the recipient's public key; then only the recipient can decrypt it (using their private key).</li> <li>* To ensure authenticity and integrity, the message or a version of it called a digital signature is encrypted with the sender's private key; then the recipient can decrypt the digital signature using the sender's public key to verify authenticity and integrity.</li> </ul>   |
| prof      | I'm a professor, so I regret that I am not a sales prospect. However, I would be grateful to continue receiving information from your company; I often pass on such material to my students in my information assurance courses.  |
| qe        | <p>Don't use quotation marks as a form of emphasis – they're for quoted materials. I don't see how this text is a quotation. I just wrote, "I don't see how this text is a quotation." BTW, my favorite example of this kind of error is from a highway restaurant whose sign read Good "Food". Another one of this type was "Good" Food.</p> <p>You can use italics if there is some reason to emphasize a specific word or phrase; e.g., when introducing a technical term.</p>   |
| ra        | <p>Try reading your draft aloud to help locate errors that are not marked by your word processor. If permitted, you can even have a buddy read your draft to see mistakes that are invisible to you because you know what you mean and may skip over minor details such as misspellings that result in real words that are not highlighted automatically by spell-check.</p> <p>You may also be able to spot punctuation errors such as missing commas because the sentence will sound wrong without the corresponding pause.</p>   |
| rap       | <p>In-line reference follows the end of the quotation AFTER the terminal punctuation. For example,</p> <p>NO: "Fruit flies like a banana (Funny 2013)."</p> <p>YES: "Fruit flies like a banana." (Funny 2013)</p>   |
| rc        | <p>Don't precede a RESTRICTIVE CLAUSE with a comma. A restrictive clause is required for the meaning of your text; e.g., if there were a dozen dogs and one of them bit you, you would write "The dog which was brown bit me in the leg." On the other hand, if the clause is just extra information (a NON-RESTRICTIVE CLAUSE) you use a comma; e.g., if there was only one dog involved, you could write, "The dog, which was brown, bit me" implies that you could just as well write, "The dog bit me" without causing doubt or confusion.</p>  |
| reference | Delighted to be a reference. Make sure the recipients have a fire extinguisher ready in case the glowing positive report bursts into flames.  |
| rh        | If you change your manually defined headings to "real" Word headings, creating the new ToC takes a couple of seconds: References   Table of Contents. Then, if the pagination or contents changes, you can just update the ToC instantly with a single click.   |
| ros       | <p>Run-on sentence. Don't combine two separate sentences using a comma. A period, a semicolon and sometimes a colon can be fine. For example, you would not write,</p> <p>WRONG: "This is a run-on sentence, don't use a comma to join independent sentences."<br/>RIGHT: "This was a run-on sentence; don't use a comma to join independent sentences."</p> <p>You can separate independent clauses by a period, a semicolon or a colon. You can also use conjunctions such as "and," "or," "but," "however," and "nevertheless" to link independent clauses.</p> <p>Note that "however" and "nevertheless" normally take a semicolon or a period; e.g.,</p> <p>WRONG: "I went to the store, however, I forgot my wallet."<br/>RIGHT: "I went to the store; however, I forgot my wallet. Nevertheless, the clerk gave me the food on account."</p> |
| rr        | Use "real" bibliographic entries in Word or by using a bibliographic add-in to your own preferred word processor. You can instantly create perfectly-formatted citations & an alphabetized list of sources. Much less work than manual formatting.  |
| s         | <p>Best wishes,</p> <p>Mich</p> <p>M. E. Kabay, PhD, CISSP-ISSMP<br/>P: +1.802.479.7937<br/>Consultant in Operations Management &amp; Information Security<br/>***<br/>E: <a href="mailto:mekabay@gmail.com">mailto:mekabay@gmail.com</a><br/>W: <a href="http://www.mekabay.com/">http://www.mekabay.com/</a></p>  |

# KEYTEXT3 DEFINITIONS

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|       | <p>Skype: mekabay</p> <p>=&gt;o ASCII ribbon campaign against HTML e-mail o&lt;=</p> <p>***</p>   |
| said  | <p>Don't use "said" as an adjective -- it is pretentious. Unskilled writers seem to assume that because the word is sometimes used in legal documents, it must be impressive. It's not.</p> <p>WRONG: "The attackers then penetrated said company...."</p> <p>RIGHT: "The attackers then penetrated that company...."</p> <p>The same restriction applies to "aforementioned," which is also pompous.</p>   |
| seeme | <p>See me in my office so we can go over the errors in writing in person. It's taking me too long to write everything out, but it's important that you fix these mistakes before you go out into the workforce!</p>   |
| sf    | <p>Veillez agréer l'expression de mes meilleurs sentiments,</p> <p>Michel</p> <p>M. E. Kabay, PhD, CISSP-ISSMP  <br/> P: +1.802.479.7937  <br/> * Professeur en sécurité informatique et statistique  <br/> École des affaires et de la gestion  <br/> Université Norwich  <br/> Northfield, VT 05663-1035 États-Unis<br/> C: mailto:mekabay@gmail.com  <br/> W: http://www.mekabay.com/  <br/> Skype: mekabay  </p>  |
| sh    | <p>Use subjunctive for hypotheticals; e.g.,</p> <p>"I wish I were there" (not "I wish I was there") or<br/> "If I were to hit my professor on the head he would be astonished." (not "If I was to hit....")</p> <p>Alternative: "Were I to hit my professor on the head he would be astonished."</p> <p>The subjunctive also has a past tense: "If I had been there I could have...." (not "If I was there I could have....").</p>  |
| slap  | <p>&lt; slap &gt; [hits forehead with palm of hand]</p> <p>&lt; thud &gt; [falls off ergonomic chair]</p> <p>&lt; scrabble, scrabble &gt; [clambers back on chair]</p>  |
| sn    | <p>Best wishes,</p> <p>Mich</p> <p>M. E. Kabay, PhD, CISSP-ISSMP  <br/> P: +1.802.479.7937  <br/> * Professor of Computer Information Systems  <br/> (Specializing in Information Assurance &amp; Statistics)  <br/> School of Business &amp; Management, Dewey 209  <br/> College of Professional Schools  <br/> Norwich University  <br/> Expect Challenge. Achieve Distinction.<br/> ***<br/> E: mailto:mkabay@norwich.edu<br/> W: http://www.mekabay.com/<br/> Skype: mekabay</p> <p>=&gt;o ASCII ribbon campaign against HTML e-mail o&lt;=</p> <p>***</p> |
| sq3r  | <p>&lt; http://www.mekabay.com/methodology/sq3r.pdf &gt;</p>  |
| ss    | <p>Best wishes,</p>   |

# KEYTEXT3 DEFINITIONS

|             |   |
|-------------|---|
|             | <p>Mich</p> <p>M. E. Kabay, PhD, CISSP-ISSMP  <br/>P: +1.802.479.7937  </p> <p>=&gt;o ASCII ribbon campaign against HTML e-mail o&lt;=</p>  |
| st          | < <a href="http://www.mekabay.com/courses/academic/norwich/qm213/statistics_text.pdf">http://www.mekabay.com/courses/academic/norwich/qm213/statistics_text.pdf</a> >   |
| state       | One states a fact; one mentions a topic. RIGHT: "I mentioned the motorcycle yesterday." RIGHT: "I stated that the motorcycle was used in a crime yesterday."  |
| swamped     | Swamped with huge amounts of email -- can't keep up. Not your fault! Keep up the good work.   |
| ta          | Do not write try and do something: try must be followed by an infinitive starting with to unless you are referring to judicial processes.<br>WRONG: I will try and avoid clumsy phrases.<br>RIGHT: I will try to avoid clumsy phrases.<br>But note:<br>RIGHT: The prosecutor will try to convict the defendant of the felony.<br>RIGHT: The prosecutor tried and convicted the defendant of a felony.   |
| than        | Use "than" as the start of a phrase or clause comparing or contrasting to the previous information. Use "then" to start a clause indicating that something has happened later.<br>WRONG: I opened the letter, had a cup of coffee, and than I read the message.<br>RIGHT: I opened the letter, had a cup of coffee, and then I read the message.<br>WRONG: The package was bigger then the mailbox.<br>RIGHT: The package was bigger than the mailbox.  |
| ue          | Read "Using E-mail Safely and Well" < <a href="http://www.mekabay.com/infosecgmt/emailsec.pdf">http://www.mekabay.com/infosecgmt/emailsec.pdf</a> >.  |
| ugm         | Hi!   |
|             | I would very much like to continue receiving your emails, but I try to keep the .edu address for students and colleagues at my university.  |
|             | Could you change your records to use < mekabay@gmail.com > as my desired address?   |
|             | Thank you.  |
| underlining | Magazine, journal and book titles are in italics. Underlining is an archaic method for people who used typewriters without italics to show a typesetter what to print in italics. We now think that underlined text is a hyperlink.   |
| usl         | [P.S. If you use REPLY to create a new message, remember to update the subject line and to delete the useless material from a previous message before hitting SEND.]  |
| uw          | Study "Tips for Using MS-WORD 2007 & 2010" < <a href="http://www.mekabay.com/methodology/word_tips.pdf">http://www.mekabay.com/methodology/word_tips.pdf</a> > for helpful guidance in using Word better.   |
| w           | < <a href="http://www.mekabay.com">http://www.mekabay.com</a> >   |
| wbh         | Would be happy? So clearly you are not happy now. What would it take to make you happy, then?   |
| welcome     | A warm welcome-back to campus! Freshmen, I want to introduce myself as your advisor. My office is in Dewey 209; you can reach me at other times by walking in -- the door is open when I'm there and you don't need an appointment. -- and you don't need to apologize for "disturbing" me: it's my job to be helpful to you. You can also phone me (802-479-7937) at any time of the day or night -- that phone number rings in my home office or on my mobile at other times, but I don't take the mobile into my home. So either I answer or you leave a message, but you cannot disturb me by calling. Preferred email is < mailto:mekabay@gmail.com > and my Skype ID is < mekabay > -- I'm almost always running Skype when I'm on any of my computers. Send me a request to link by identifying yourself as an NU student and I'll accept it. You can also find me on Facebook (Mich Kabay), where I try to continue my established role as campus commie-pinko leftist radical. My Web site is < <a href="http://www.mekabay.com">http://www.mekabay.com</a> > and has several thousand files about information assurance and computing. As for non-freshmen, it'll be great to see you again! Drop in for anything you need to and say hi. |
| while       | While is best used for duration. In contrast, although instantly makes it clear to the reader that you mean to provide a clarification whereas while leaves a momentary confusion about your meaning. Here's a subtle example in which the first version is intended to show concurrency whereas the second version emphasizes an unexpected feature:<br>Concurrency: "While I was shopping, I was listening to an interesting program through my earbuds."<br>Contrast: "Although I was shopping, I was also listening to an interesting program through my earbuds."<br>WRONG: "While the bank robber was young, the robbery was expertly done."<br>RIGHT: "Although the bank robber was young, the robbery was expertly done."<br>The first example implies that the robberies were expertly done only when the robber was young.<br>The second correctly makes a contrast between expectations and reality.<br>"Whereas" also emphasizes contrast:<br>WRONG: "The first tool fixes flats, while the second fixes loose bolts."<br>RIGHT: "The first tool fixes flats, whereas the second fixes loose bolts."  |
| who         | Use the pronoun _who_, not _that_, when referring to people.<br>WRONG: I preferred to see the doctor that cured my father.<br>RIGHT: I preferred to see the doctor who cured my father.<br>RIGHT: It was the doctor's help that cured by father.  |
| wiki        | I support the sponsors of Wikipedia (Wikimedia) every year with a donation. However, we should not use Wikipedia as a primary reference. You can use it as a source for further research, but it is not trustworthy as a primary source because the content is unstable. You might point readers to an article that has been vandalized by nine-year-olds or by political propagandists such as the people who tried to change the entry on Paul Revere to make it seem as if Sarah Palin's description (of how he rode around warning the British that the Americans were coming) were correct. See the following article: Moran, M. E. "The Top 10 Reasons Students Cannot Cite or Rely On Wikipedia." Finding Dulcinea (2011-10-27). <   |

# KEYTEXT3 DEFINITIONS

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|       | <a href="http://www.findingdulcinea.com/news/education/2010/march/The-Top-10-Reasons-Students-Cannot-Cite-or-Rely-on-Wikipedia.html">http://www.findingdulcinea.com/news/education/2010/march/The-Top-10-Reasons-Students-Cannot-Cite-or-Rely-on-Wikipedia.html</a> > or <<br><a href="http://tinyurl.com/ybnn6ah">http://tinyurl.com/ybnn6ah</a> >  |
| wl    | Pay attention to the wavy lines indicating style or grammar mistakes as well as to those indicating spelling mistakes.   |
| would | Don't use the conditional for something that is a fact. You're implying that it isn't an example now but will be if something hypothetical happened. For example, don't use the conditional when answering a request (e.g., "I would be happy to....", "I would like to thank you....") if you don't stipulate a condition (e.g., "... as long as you pay me twice my annual salary.") Just be HAPPY ("I am happy to....") or THANKFUL. ("Thank you...."). |
| wsc   | You work in the same company. It's OUR systems/company/employees etc., not YOUR ....   |
| wtfu  | I'm sorry, but my failing memory has not brought up a recollection of where and when we met or how we collaborated. Unfortunately, neither does Google Desktop, which just searched over 500,000 e-mails and files on my disks. So tell me -- on what basis shall we connect using LinkedIn?<smile>  |
| x     | [subject line for repeated emails]   |
| y     | [body for repeated emails]   |
| z     | [additional note for repeated emails]  |
|       |  |