United States Army
Intelligence Center of Excellence (USAICoE)

USAICoE Writer's Handbook

Reference Guide for the USAICoE Writing Standards

USAICoE Writing Program
1/10/2019
Fourth Edition

Contents

THIS PAGE LEFT INTENTIONALLY BLANK

1. U.S. Army Intelligence Center of Excellence (USAICoE) Handbook

Overview

The U.S. Army requires Soldiers to write clear, concise documents, understood in a "single, rapid reading." USAICoE Soldiers must also adapt their writing for a variety of audiences, including members of their Military Occupational Specialty (MOS) and course instructors. As an MI Soldier, your job will require you to analyze difficult problems and communicate solutions clearly.

Army Regulation (AR) 25-50 and Federal Plain Language Guidelines identify the standards of Army writing for readers. The standards fall into five, broad skill areas taught within USAICoE Courses: Purpose, Analysis, Voice, Concision, and Accuracy. This handbook explains the writing skills required to fulfill and exceed the standards.

Website

The USAICoE Writing Program has made this guide available to all USAICoE Soldiers through the CW2 Christopher G. Nason Military Intelligence (MI) Library. You can find a variety of writing resources here that reinforce and explain the standards, including videos on grammar, mechanics, active voice, and how to write with concision, to name a few.

http://intellibrary.libguides.com/_writing

2. U.S. Army Standards for Communication

2.1 The Army Writing Style

AR 25-50 states the standards of Army writing for readers. Additionally, AR 25-50 refers to the Federal Plain Language Guidelines for stylistic details.

On the next page, you will see a matrix showing each standard and the corresponding skill areas covered in this handbook.

AR 25-50 Standards (Summary)	Required Skill Area
Understood by the reader in a single, rapid reading	Purpose
Free of errors:	Accuracy
[Free of errors] In substance	Analysis
[Free of errors] In organization	Purpose
[Free of errors] In style	Voice
[Free of errors] In correctness	Analysis, Accuracy
Concise	Concision
Organized	Purpose
To the Point "Bottom Line Up Front" (BLUF)	Purpose, Analysis
Written with standard English sentence order (Subject-Verb-Object)	Voice
Written in Active Voice	Voice

U.S. Department of the Army, AR 25-50: Preparing and Managing Correspondence (Washington, DC: GPO, 2013), 6.

2.2   Techniques of Army-Style Communication

According to AR 25-50, every Army document should be clear enough to read and understand in a single pass and be as short as possible without losing the meaning. The Army is clear about its priorities: time is at a premium, and readers expect the author (not the audience) to do most of the work.

While this handbook covers broad techniques, it is critical to remember that the key to "good" writing is to adapt to the needs and expectations of your audience. Because your unit/course will require a variety of writing tasks with different purposes and contexts for each, this handbook stresses principles for adaptability. Field practices may vary, but the principles will remain the same.

Intelligence professionals must be able to:
1. Analyze sources to develop intelligence
2. Find and process large volumes of information
3. Communicate these findings effectively

All written communication for USAICoE should demonstrate the following skills:
1. Purpose ("bottom line up front")
2. Analysis
3. Voice (phrasing in active voice)
4. Concision
5. Accuracy (correctness)

2.3   Criteria for USAICoE Writing Standards

The goal of the USAICoE standard is to compose any text using the perspective of an intelligence professional.

Functionally, this means using AR 25-50 and applying it to all documents. We have summarized the USAICoE standard with three principles:

1. Establish the purpose or argument for your text
2. Make the point as quickly and as easily recognizable as possible
3. Adhere to the expectations and rules of U.S. Army, professional, and academic writing

The diagram illustrates this idea by showing the overlap between the three most common writing standards that intersect within USAICoE.

USAICoE coursework incorporates these principles and will further define these skills (Purpose, Analysis, Voice, Concision, and Accuracy). Appendix B contains the base rubric used to assess these skills along with their associated behavioral anchors (literally, a behavior that instructors look for to "anchor" their assessments). Appendix C has the Instructor Scoring Guide issued to all instructors with the "Go" vs. "No Go" criteria.

Be ready to adapt to the specific challenges found in your writing assignments as your instructors modify the criteria to match your critical tasks.

3. Standard 1: Purpose – Putting a "Bottom Line Up Front"

As an intelligence professional, your audience will be interested in the conclusions drawn from your analysis. Put the most important information first. AR 25-50 calls this putting your "bottom line up front."

Breakdown of Standard 1: Purpose, Sources: AR 25-50,

Behavioral Anchor: Location of Purpose statements, including main point

Overview:
- Determining the "bottom line" first requires analysis; putting it "up front" requires organization
- Army audiences expect—and need—to receive high priority information quickly
- Instructors watch for two features: the clarity of the bottom line (Analysis) and its physical location in the document

For any document or written unit of text, the front refers to its beginning:
- The front of a sentence is the first few words
- The front of a paragraph contains the first few sentences
- The front of a document includes the title or subject line and introduction

The start of any section of writing will create an impression for the reader.
Remember: distance in writing = the reader's time.

3.1 USAICoE Standard for Purpose

While AR 25-50 does not use the word "purpose" specifically, it does require prioritized, organized writing. Below is an expansion of the AR 25-50 requirements as they apply to USAICoE coursework and writing.

AR 25-50 Standards	USAICoE Standards (Defined)
Understood by the reader in a single, rapid reading	Documents present clear arguments, reporting, or technical data. Formatting adheres to professional guidelines.
To the Point, "Bottom Line Up Front" (BLUF)	Document frontloads all areas and forecasts overall structure without tangents.
[Free of Errors] In Organization; Organized	The document uses and follows an organization scheme.

The writer's top priority is to state the bottom line *as soon in the document as possible as required by your course*. For assessment, instructors will search for the location of your main point.

3.2 How BLUFs Work

Writers must often find the "bottom line" in a situation before putting it "up front" within an Army document.

The term, "BLUF," comes from business writing and accounting.

Below is an illustration showing two approaches to the same problem. Note that the information is the same, but the structures are different. In science writing, authors save their "bottom line" for the literal bottom of the document: the conclusion. In Army writing, the reader expects to start with conclusions while the author defends or explains them.
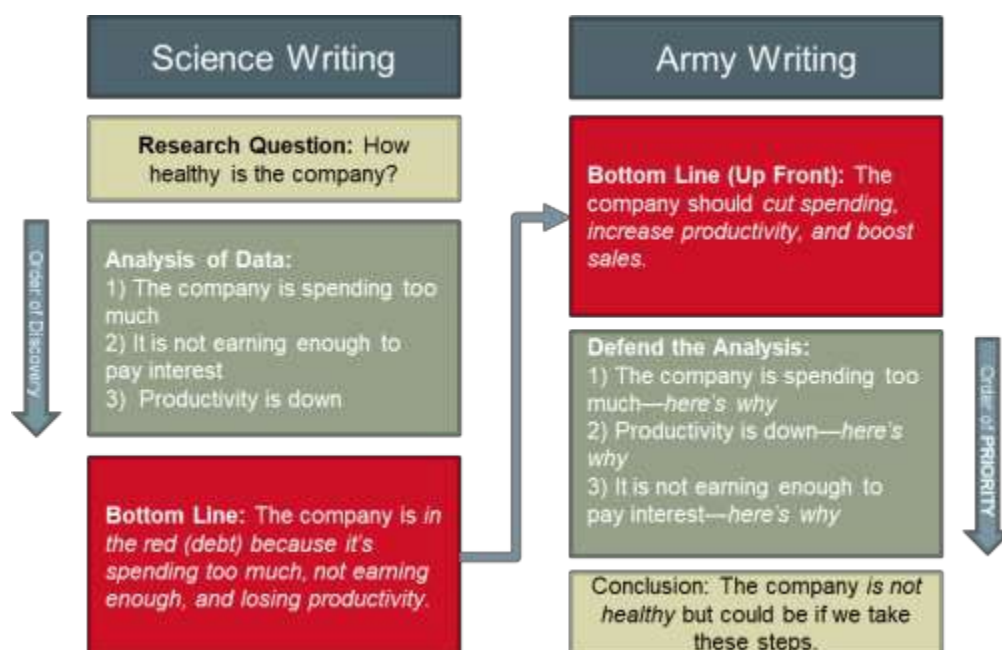
Here is a comparison of organization for science research vs. Army writing style. Notice the difference. Many kinds of academic writing favor the order of discovery instead of the order of priority.

3.3 Different "BLUF" Locations by Convention

Below are some indicators that the bottom line is up front (these are not comprehensive):

1. Reader locates the main point within the top 2-10% of the document.
2. Document contains a clear, descriptive title or subject line, as appropriate.
3. Main point indicates the bottom line or purpose for writing.
4. Author arranges supporting information in short, organized paragraphs under clear, logical headings. (See Coherence in Writing.)
5. For academic writing, the first paragraph should contain a clearly stated thesis within the first paragraph.

6. Body paragraphs contain topic sentences. This frontloading will maintain understanding in a single rapid read. When in doubt, refer to the BLUF principle. Can you state your main point earlier in the document without losing your reader? If so, revise accordingly.

Below are examples of common documents with conventional locations for the main point. Army writers should seek to deliver the main point (bottom line) as soon as conventions will allow.

Document Type	Conventional Location of Main Point (BLUF)
Intelligence Analysis	• Top 2% of the document, roughly second or third sentence of opening paragraph • Title or subject, if included
Memo, Email	• Included in the Subject line, though with less detail than remaining document • First sentence of the message
Argument	• Top 5-10% of the document • Title should correlate to the main point as a "preview" or miniature version of the thesis • Body paragraphs should contain topic sentences
Report	• Title • Introduction, e.g., "This technical manual provides…" • Final paragraph sometimes includes analysis of findings, call for action, or recommendations

Though some styles of writing encourage using the body of the paper to "build up" to your conclusion to leave a lasting impression, this is NOT consistent with Army style.

3.4   "BLUF" and Organization

3.4.1   Titles for Reports

Reports rely heavily on summary and paraphrase, but still require some analysis by the author. Because reports often focus on delivering data, authors may need to provide the BLUF within the title.

Readers rely on titles and section headings to set priorities and create reader interest. For example, compare these two versions of report titles:
* "Risks of Deployment Response Time along Federation Border"
* "Report on Federation Border"

The first is not only clearer, but it prioritizes the main reason for the report's existence and cues the reader about the "point" of the document. While this statement does not reveal a bottom line–which may not be appropriate for a report – it does indicate that it will provide the information necessary for the reader to decide how to address the risks mentioned in the title.

3.4.2 Frontloading and Organization

A good report will apply analysis beforehand, considering *the reader's* needs first. Below are two example structures showing two common priorities: procedural (or chronological) and thematic. Note that while the subject matter is the same, they show (and frontload) different organization for different BLUFs.

Topic: Safe Operation of the HP-8 Spill-Proof Coffee Mug	
Organized by Procedure	**Organized by Theme**
Procedure: Chapters cover parts from top to bottom, safety, and maintenance.	Theme: Chapters proceed from most to least dangerous activities.
Chapter 1: Parts of the HP-8	Chapter 1: Hazard Warning: Hot Liquid
Chapter 2: Lid, Operation and Repair	Chapter 2: Cup Contents
Chapter 3: Cup, Operation and Repair	Chapter 3: Safety Sleeve Application
Chapter 4: Seals and Plugs	Chapter 4: Drinking from the Lid
Chapter 5: Thermal Sleeve	Chapter 5: Resealing the Lid
Chapter 6: Maintenance	Chapter 6: Cleaning and Storage

Alternately, some documents prioritize based on chronology (order of events) or priority (importance of events). Below is the same topic, broken down by a specific event. In the chronological version, the correct order of events matters most, while in the priority version, the reader wants to attribute responsibility.

Topic: Failure of the HP-8 Spill-Proof Coffee Mug	
Chronological	**Thematic (Priority)**
First, MAJ Danvers filled the mug with fresh coffee and his favorite creamer.	The HP-8 Spill-Proof Coffee Mug failed to perform as designed and injured MAJ Danvers with a second-degree burn.
Then, he placed the mug in his vehicle's cup holder and began a daily drive to work.	During a routine traffic incident, MAJ Danvers pulled to the side of the road when the lid failed.
He drank from the mug several times during the drive.	Technicians determined that the lid's seal came loose during his use on the drive.
While sipping, the car ahead of him hit an emergency stop.	Further analysis revealed that the creamer dissolved the lid seal.
MAJ Danvers slowed, replaced the lid, and placed the cup back in the cup holder.	While the vehicle was on a level plane, there was no danger to the driver.
However, when he turned to pull over, the cup's contents spilled on his lap.	However, because the seal dissolved during a routine incident, the cup is at fault for his injury.

3.4.3 Further Consideration: Defining your Purpose

Every document written within USAICoE should have an explicitly defined purpose. Readers should quickly understand why the reader should care about the document and the arguments it contains. Some examples follow:

1. **Persuading/Arguing** – attempting to change the mind of your reader to adopt an idea or course of action

   Examples: argumentative essay, memos, debate

2. **Reporting** – telling the audience *what happened* objectively

   Examples: journalism, fact-finding, summary, and paraphrase

3. **Informing** – sharing important knowledge with your audience

   Examples: warning signs, diagnostics, and status updates

4. **Explaining** – telling the audience why something happened or how something works

   Examples: teaching, instructions, reference works

5. **Describing** – providing a highly detailed summary, usually broken down by key features

   Examples: technical manuals, lists, textbooks

6. **Presenting** (an expert or professional opinion) – offering insight or wisdom from direct experience

   Examples: court testimony, briefing, lessons learned

Most documents have more than one purpose. Remember that your audience should recognize the primary purpose immediately and that secondary purposes should not detract from the main one.

3.5 Rubric Excerpt: Purpose

Below is an excerpt from the USAICoE Writing Standard Rubric. The columns identify the capabilities required to achieve standard levels.

USAICoE Criteria	6 – Superior	5 – Proficient	4 – Competent	3 – Developing	2 – Under-developed	1 – Insufficient
Purpose: "Bottom Line Up Front"	Author places the main point within the top 2% of the document and frontloads within sections, paragraphs, bullet points and lists[1]	Author places the main point within the top 5% of the document and usually within subordinate units	Author places the main point within the top 10% of the document and mostly frontloads within subordinate units	Author's main point not revealed until drawing conclusions and/or does not frontload (strongest points appear behind written units or conclusion)	Author places the main point in the middle of the document (11-89%) and/or does not frontload within written units[2]	Author does not indicate the main point or it is too broad/vague to recognize; written units lack priority organization (neither most/least important or vice versa)

Excerpt of the Purpose criteria from the USAICoE Analytical Rubric

3.6 Tips for Revision and Assessment

Students
1. Establishing the overall main point in the document is the top priority. For each subsequent unit, compare topic sentences to the main point to ensure consistency.
2. Some documents, such as reports, require more summary than others. Ask your instructor if your assignment requires a BLUF in an unusual location.

Instructors
1. Before applying the rubric, instructors should take into consideration any assignment requirements that delays the presentation of the BLUF or includes large amounts of summary.
2. For documents emphasizing writing other than arguments, such as biographies or investigative summaries, a strong organizing principle (oldest-to-newest or least-to-most important) may substitute for frontloading.

---

[1] Frontloading prioritizes information based on importance. For Army writing, the main point should appear as close to the front as conventions allow.

[2] Developing writers typically draw conclusions near the end of a section, paragraph, bullet point, or list. Learning writers tend to reach the main point in the middle of the document.

4. Standard 2: Analysis – Arguments Based on Evidence

As an intelligence professional, your analysis will process information from various sources to develop intelligence products.

You will either analyze a problem and report your findings or argue and defend your analysis.

According to Joint Publication (JP) 2-01, this process requires "the integration, evaluation, analysis, and interpretation of all source data" in addition to any user requirements for the final product.

> Breakdown of Standard 2: Analysis,
> Sources: AR 25-50, CGSC ST 22-2, CAS3
>
> Behavioral Anchor: Length of Analysis
>
> Overview:
> - Analysis is a fundamental skill for Intelligence writing
> - Analysis drives argument and persuasion
> - Instructors watch for two features: the quality of analysis and the length of analysis
>
> What to Expect: Instructors will check your writing to see how much time/ space on the page you devote to analysis as opposed to summary and paraphrase.

U.S. Army, "Analysis and Production," JP 1-02: Dictionary of Associated Military Terms (Washington, DC: GPO, 2014), 14.

Analysis is a systematic thinking process that:
- Closely examines an idea, object, or belief
- Breaks it down into constituent components
- Studies and describes the relationships
- Shows connection between individual pieces as they relate to the whole.

What does a reader expect in an analytical paper?

In contrast to summary, which describes what something is, analysis investigates why the pieces of information exist and how they operate together. You do not exactly make an argument, but to analyze something is to ask what it means, to tell the reader the "so what?" You do more than describe; you interpret relationships. You make inferences from the facts as you explain what they mean. You interpret the data. Include two things in your thesis statement or BLUF: your subject and your viewpoint or claim about it. In the first paragraph, you will want to talk a little about the background of your subject and define any acronyms. Use these questions to develop your thoughts:

1. Why do you have your viewpoint?
2. What is your evidence?
3. HOW does your evidence support your viewpoint? You want to demonstrate your thinking, your logic path. Anticipate audience questions and have support for your position.

4.1   USAICoE Standard for Analysis

AR 25-50 does not specify "analysis" but does require writing "free of errors in substance."

The substance of most MI writing is both data and its interpretation. Below is an expansion of the AR 25-50 requirements as they apply to USAICoE coursework and writing.

AR 25-50 Standards (Summary)	USAICoE Standard Skills (Defined)
[Free of Errors] In substance	Arguments support reasoning with reliable, valid data; reporting presents a detailed, factual account.
[Free of Errors] In correctness	Document matches claims to data; if required, research uses correct citations. Document adheres to professional, MOS requirements for formatting.
To the Point "Bottom Line Up Front" (BLUF)	Create purpose by identifying the main point of the document, section, paragraph, bullet list, and sentence with the most important information first.

4.2   Demonstrating Analysis

The easiest way to recognize analysis is to compare it to summary.

Summary describes "who," "what," "where," and "when." Analysis breaks down the "why" and "how" behind the details.

Summary (of Data)	
Who?	CPT Thomas: a competitive athlete CPT Harrison: best runner on post
What?	Showed up in running gear
Where?	At the PT field with a track
When?	At 0530 on Saturday

Analysis (Claims)	
Why?	CPT Thomas wants to break his personal best
How?	By practicing against the best runner on post, CPT Harrison

Note that the summary includes only reliable data. There is no room for debate in these facts beyond their accuracy. CPT Thomas either *is* or *is not* a competitive athlete; similarly, CPTs Thomas and Harrison either *did* or *did not* show up at 0530 in running gear.

In the analysis, you look at both the facts and the reasons why CPTs Thomas and Harrison showed up at the running field. Based on this data, the analysis is a reasonable guess; however, the strength of the analysis depends on the evidence available.

4.3   Summarizing Analysis from a Source

If the analysis comes from a source, an author can present it as a summary (data) using a signal phrase.

Summary of Source's Analysis	
Why?/How?	According to CPT Dickson, CPT Thomas wants to break his personal best time by practicing against the fastest runner on post, CPT Harrison.

Like other facts, CPT Dickson's analysis is either *correct* or *incorrect*; he either *said it* or he *did not.* Once introduced, use it like any other fact in support of your claims.

4.4   Depth of Analysis

Shallow analysis repeats the obvious, while in-depth analysis attempts to draw additional conclusions. According to JP 2-01, analysis should demonstrate:
- Deduction
- Comparison of integrated and evaluated information with known facts
- Understanding predetermined assumptions
- Discerning patterns
- Recognizing events

As with any analysis, new or incomplete data could invalidate the conclusions, which is why authors must provide accurate, relevant data (research) and inform themselves on the topic. (See also Chapter 11, Conducting Research for Writing.)

4.5   Example of an Analytic Paragraph

Below is a sample paragraph illustrating detailed analysis and summary.

Note that while the paragraph contains five bullet points of summary data, the author maintains issue-focus by drawing conclusions from the facts of primary sources.

Author's analysis and rationale is about 60% of the paragraph, all of which explains the data. These answer the why and how of the argument.

Because we know that insurgents (INS) within 10km of the base STAR have historically only used pressure plate improvised explosive devices (PPIEDs) to engage coalition forces (CFs), we can reasonably assess that they will likely use PPIEDs to attack CFs for the remainder of the year.

Furthermore, if we take into consideration the following:
- PPIEDs are the cheapest form of targeting CFs and require the least amount of training for use
- PPIEDs often detonate away from base operations and logistical networks to distract from the real operational necessity of that area
- Insurgents often emplace PPIEDs in random areas and times to analyze CF responses for future engagements
- PPIEDs are the safest method for INS to target CFs without risking their personnel
- There are donkey trails and passages from this area into Pakistan that have had 0x INS activity within 30 days. Several caravans were moving through these trails prior to attacks further to the North.

We can assess that the INS network surrounding base STAR is a relatively unsophisticated support network designed to assist the overall operational plan of the region. Using harassment style engagements of only PPIEDs, the network distracts from the real mission of that area which is the logistical route from Pakistan moving supplies north to the areas of heavy enemy activity. Additionally, it is plausible they are informing other networks of CF response to their attacks. My recommendation would be to begin conducting reconnaissance and surveillance on the routes.

4.6   Analysis and Arguments

Intelligence analysis may include elements of both *reporting* and *argument*. In an argument, analysis provides a rationale for how the data proves the claim.

In reporting, the author's job is to present data; claims may or may not be necessary. An **argument** introduces claims and data; reasoning shows the link between data and claims.

Analysis Relevant to Developing an Intelligence Product
You will write analytically to develop intelligence. This involves evaluating and interpreting information. As you write, think about two things: the recipient of your writing, usually the commander, and the product. Often, your writing will inform your readers so that they may make a decision based on the Intel you provide.

Recipient factors:
- What does the reader already know and want to know?
- What does the reader need to know to understand your product?
- What is the reader going to do with the product?

Product factors:
- Is the most significant information at the beginning?
- Do you address uncertainties?
- Do you clearly address the reader's requirements?
- Is the level of description adequate yet concise?

Shallow analysis repeats the obvious, while in-depth analysis attempts to draw additional conclusions. Shallow analysis misses crucial elements that the reader needs to be better informed.

Consulted: U.S. Army, "Intelligence Analysis," Field Manual (FM) 34-3, March 1990 (Washington, DC: GPO, 2014), 5-2.

4.6.1   Arguments vs. Opinions/Speculation

Arguments in professional settings are *formal* and should be *persuasive.* Data supports arguments; the stronger, more factually accurate the data, the more persuasive a claim will be. For example, consider the following statements:

Opinion/Speculation: I think chocolate ice cream is the best—everyone should eat it.
Argument:
Data: Dark chocolate ice cream is higher in antioxidants, and is slightly higher in nutritional value compared to milk chocolate ice creams.
Claim: It's also a better choice for people on low-fat, low-sugar diets because it has less of both.

Opinions and speculation leave little or no room for debate. In this case, a personal preference ("I think [it's] the best") is not a basis for universal nutrition ("everyone should eat it").

The argument is more specific. The data identifies which ingredients are beneficial and who they will benefit. A reader could debate this, but it's clear that any counter-arguments will also need supporting evidence and facts to refute the statement.

4.6.2 Parts of an Argument

The previous section introduced two parts of an argument: Data and Claims. Below are the parts of a classical (Toulmin) argument. These arguments have five parts and generally follow this order:

Claims	The main point of the document or argument
Data	The evidence introduced to defend the argument
Warrants	The explanation of how the data supports the claim
Backing	An optional step to reinforce the logic of the warrant
Refutation/Rebuttal	The recognition of strengths and weaknesses of the claim

Below is a sample IPR with the parts of the argument highlighted.

Friendly Forces should conduct offensive operations along avenue of approach Omaha in order to counter the Enemy Most Likely Course of Action. If the enemy is conducting an area defense, we must conduct offensive operations to destroy their main defensive line at its weakest point.

Observations (Data):
- The enemy is using two-tier fighting positions for all armor vehicles in the vicinity of objective blue.
- The enemy has created a disruption zone 10km in front of the main defensive line.
- Enemy positioned artillery to provide support no farther than 5km in front of the main defensive line.
- Enemy protection has created obstacles 1km in front of the main defensive line.
- Enemy air assets are conducting sustainment operations only.
- Enemy Surge capability (Most Dangerous Course of Action [MDCOA]) is a 96hr Mobile Defense.
- Enemy sustained operations (Most Likely Course of Action [MLCOA]) capability is an area defense.

The enemy is conducting an area defense in the vicinity of objective blue; offensive operations along avenue of approach Omaha is the most appropriate response.

4.7   Rubric Excerpt: Analysis

Below is an excerpt from the USAICoE Writing Standard Rubric. The columns identify the capabilities required to achieve standard levels.

USAICoE Criteria	6 - Superior	5 - Proficient	4 – Competent	3 – Developing	2 – Under-developed	1 – Insufficient
Analysis: Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 90% analysis and 10% summary/ paraphrase)	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/ paraphrase)	Argument is issue-focused and analyzes data/primary sources; (roughly 70% analysis and 30% summary/ paraphrase)	Argument is issue-focused and analyzes fact/primary sources; paper is roughly 60% analysis, 40% summary/ paraphrase	No argument -- paper relies on opinion or speculation instead of analysis (50% or more); summarizes secondary sources (50% or more)	No argument -- nearly 100% of the paper is either opinion/specul ation or a summary/ paraphrase of secondary sources

Excerpt of the Analysis criteria from the USAICoE Analytical Rubric

4.8   Tips for Revision and Assessment

Students
1. Proportion of analysis may vary by assignment. This rubric sample shows proportions ideal for correspondence. Longer reports may have only short analysis sections, if at all.
2. Even in reports, instructors can see the evidence of analysis based on organization of data. (See Chapter 3.)
3. Claims, data, and warrants are the most common parts of an argument. Refutation and backing are often optional.

Instructors
1. Not all assignments require analysis; be sure to explain the amount specific to each assignment.
2. Use the journalism test as a fast way to determine how much analysis is in an assignment. For each sentence, does the paper present a "who/what/ where/when" statement or explain "why/how"?

5. Standard 3: Voice/Syntax – Sentence Constructions

The Voice/Syntax standard describes the ability to construct clear sentences using the parts of speech.

While there are many techniques for this, AR 25-50 only identifies the critical importance of one: distinguishing between active and passive voice constructions.

> Breakdown of Standard 3: Voice
>
> Sources: AR 25-50, Federal Plain Language Guidelines, *A Pocket Style Manual*, 7th ed. by Diana Hacker, CAS3
>
> Behavioral Anchor: Number of repeated grammatical problems or instances of passive voice.
>
> Overview:
> - Syntax governs how to combine parts of speech into common patterns.
> - Sentence structure requires an understanding of the relationships between sentence components.
> - Active voice emphasizes accountability and the "actor."
>
> What to Expect: Instructors will count the number of passive voice constructions in your document to see if they interfere with clarity.

Active and passive voice constructions convey emphasis. The US Army prefers the use of active voice rather than passive voice in correspondence because it emphasizes the actor as opposed to the receiver.

Most conventions prefer active voice because it:
- Simplifies the sentences
- Shortens their length (often)
- Reveals the agent of action

5.1   USAICoE Standard for Voice/Syntax

AR 25-50 does not specify "voice," but does require writing "free of errors" […] in style" using "standard English sentence order." Writing in active and passive voice first requires a solid understanding of sentence structure, patterns, and components.

Below is an expansion of the AR 25-50 requirements as they apply to USAICoE coursework and writing.

AR 25-50 Standards	USAICoE Standard Skills (Defined)
[Free of Errors] In style	Sentences adhere to rules of standard English consistently.
Written with standard English sentence order (Subject-Verb-[Direct] Object)	Author uses complete, varied sentences; avoids dramatic language shifts placing the object in front of the verb (e.g., "This issue—I can solve.")
Written in Active Voice	Uses active voice primarily, emphasizing the "ACTOR" as the sentence subject rather than the recipient.

5.2   Active vs. Passive Voice

In terms of syntax, AR 25-50 recommends using simple sentences with a clear **subject** (ACTOR), an **active verb** (ACTION), and a descriptive **object** (RECEIVER). Passive voice constructions reverse the order of the object and the subject and use a **passive verb**.

ACTIVE VOICE		PASSIVE VOICE	
Active Construction	Subject>Action>Receiver	Receiver>Action>Subject	Passive Construction
Active Voice Example	2LT Jones (Subject) introduced (Verb) MG Smith (Object) to the unit.	MG Smith (Object) was introduced (Verb) to the unit by 2LT Jones (Subject).	Passive Voice Example

Comparison of Active voice and Passive voice

Recognizing Passive Voice
Writers form the passive voice by combining the verb 'to be' and the past participle of the sentence's main verb. Being familiar with the common constructions will help you recognize when you are using passive voice.

Tense	'To Be'	Main Verb	Example	Past Participle
Present	Am/are/is	Plan	An ambush is planned for the 1st Battalion	Planned
Present Continuous	Am/are/ is being	Discipline	They are being disciplined for disrespecting the NCO.	Disciplined
Present Perfect	Have/has been	Test	Has this equipment been tested in combat?	Tested
Past Simple	Was/were	Tell, Relieve	We were told to remain here until relieved of duty.	Told, Relieved
Past Continuous	Was/were being	Train	The men were being trained in cover movement at the time.	Trained
Past Perfect	Had been	Judge, Find	The Colt 1911 had been judged against contemporary competitors and been found to have superior stopping power.	Judged, Found
Future Perfect	Will have been	Train	By 2024, all Soldiers will have been trained in the new education standards.	Trained

Common constructions in passive voice
This chart is an adaptation of material published by the Oxford University Press. See Oxford University Press, "Active and Passive Verbs," Oxford Living Dictionaries, last modified 2017, https://en.oxforddictionaries.com/ grammar/active-and-passive- verbs.

Note that the syntax for passive voice construction always uses a combination of the verb "to be" with a main verb in past tense, or past participle; however, while passive sentences include a past participle, they are not necessarily in the past tense. <u>Passive sentences can appear in *any* tense</u>.

Writers form the passive voice by combining the verb 'to be' and the past participle of the sentence's main verb.

In sum, passive voice:
- Reverses the order of the **ACTOR** and the **RECEIVER** (SUBJECT and OBJECT) of the sentence
- Includes some form of the verb 'to be'
- Pairs it with a past participle

5.3   Changing Passive Voice Constructions to Active Voice

The key to changing passive voice to active is to find the action and who is *doing* it. Some passive voice sentences may not identify an actor.

1. Put the <u>Actor</u> in front of the verb:

   - Passive: The report *was submitted* by <u>SGT Jones</u>
   - Revised: <u>SGT Jones</u> *submitted* the report.

2. Drop part of the verb:

   - Passive: The meeting *was held* at Fort Leavenworth
   - New Active: <u>The meeting</u> *was* at Fort Leavenworth

Note that "the meeting" changes from the Object to the Subject

3. Change the passive verb to an active one:

   - Passive: He will *be required* to attend the final exam
   - New Active: <u>He</u> *needs* to attend the final exam

Note that "He" changes from the Object to the Subject

"By Zombies"
One tip for finding passive voice in a sentence is to insert the words, "By Zombies" (or any Subject) next to the verb. If the verb is in active voice or the verb 'to be' only describes a state of being, then adding the extra SUBJECT will make it more, not less, confusing.

Original	"By Zombies"	Makes sense?	Conclusion
The door was kicked in.	The door was kicked in…by zombies?	Yes	PASSIVE
The supplies were lost somewhere on the trail.	The supplies were lost…by zombies?	Yes	PASSIVE
The bill for the restaurant was paid before we arrived.	The bill for the restaurant was paid….by zombies?	Yes	PASSIVE
The focus of this chapter is passive voice.	The focus of this chapter is…by zombies?	No	NOT PASSIVE (Sentence Object)

See Johnson, Rebecca, "A scary-easy way to help you find passive voice," Grammarly.com, accessed

5.4 'Got' Passive?

Casual English sometimes substitutes the verb 'to get' for 'to be' in some passive constructions. For example:

Passive using 'Got'	Regular Passive	Active Voice
He got bitten by a snake.	He was bitten by a snake.	The snake bit him.
Their car got stolen.	Their car was stolen.	Someone stole their car.
CPT Smith finally got promoted to Major.	CPT Smith finally was promoted to Major.	CPT Smith received a promotion to Major.

While the verb is different, the passive voice constructions remain the same.

Other Passive Voice Problems

Not every passive voice construction is longer than an active voice counterpart. Look at the following two examples:

1. The door **was kicked**. (Four words, passive voice)
2. I **kicked** the door. (Four words, active voice)

However, short passive voice sentences often come at the expense of the subject. Do you notice how the second sentence in active voice identifies the subject? Now compare the two sentences when we add the subject:

1. The door **was kicked** *by me.* (Six words, passive voice)
2. I **kicked** the door. (Four words, active voice)

It takes a few extra words to add 'to be' and 'by.'

5.4.1 Shifts in Active and Passive Voice

Shifts between Sentences
Whenever possible, avoid shifting between active and passive sentences.

With shifts:	It *was determined* that an increased dosage *was needed,* but that the medication *was being used* too quickly. Therefore, I decreased the patient treatment duration and increased the dosage amount.

The shifts between paragraphs make some information difficult to understand for the reader. Who made the determination? Who needed the medication? Here are the same sentences without the shift:

Without shifts:	I **determined** that *the patient* **needed** an increased dosage, but that *the procedure* **used** the medication too quickly. Therefore, I **decreased** the patient treatment duration and **increased** the dosage amount.

<u>Shifts within Sentences</u>

It is possible for a sentence to be both active and passive at the same time if the sentence contains two separate clauses joined with a conjunction, but notice how the second example without shifts sounds better.

With shifts:	The door **was kicked** in, and then **<u>we</u>** **entered** to secure the area.

Note that this sentence contains two complete ideas: 1) "the door was kicked in" and 2) "we entered to secure the area." The first part also leaves out the subject. Who kicked in the door? The reader cannot be sure.

Without shifts:	**<u>Our team</u>** **kicked in** the door, and then **<u>we</u>** **entered** to secure the area.

5.5   False Positives

Instructors and students should be cautious during grading and peer review for "false positives," or statements that initially appear to be in passive voice, but are not.

False Positive	Example	Avoiding a False ID
Past Tense	The newspapers called CPT Morgan a hero for his service spent in Afghanistan.	The presence of a past participle alone is not enough for Passive Voice
State of Being ("To Be" + Past Participle)	I was depressed about Army losing to Navy this year.	If the "To Be" verb functions like an "=" sign, it is a false positive. In this sentence, "depressed" describes a state of being.
State of Being and Past Tense	That book was great!	While the verb is in the past tense, and the events happened in the past, "great" describes the quality of the book.
Verbal phrase	Currently, the focus of this book is written communication.	"Written" is a past participle next to the verb "is;" however, it functions as an adjective to modify "communication."

5.6   Exception: Passive with a Purpose

While the majority of Army documents emphasize the use of active voice, there are exceptions for instances where passive voice emphasizes the importance of *what* is happening instead of *who* is doing it.

Below is a sample of a paragraph from a fictional spot report (SPOTREP). Note how the passive construction stresses the urgency of the nature of the intended attack:

<u>SPOTREP example (with passive voice):</u> An imminent attack on LSA Liberty *may be scheduled* for 23 September 2015 around 1800. Although the details of the attack are not clear at this time, the certain need for medical treatment after the attack is. The blood used to save US personnel lives *was contaminated* with Methotrexate on

21 September 2015 and *will be used* to treat wounded victims of the attack at the Troop Medical Center (TMC).

AR 25-50 Rule: When writing, your sentences should be active. This means you should have the subject (actor) taking an action.

Passive = NO: The material *was shipped* to Fort Hood.
Active = YES: The company shipped the material to Fort Hood.

5.6.1 Exercise 1: Changing Passive Voice to Active Voice

Directions: The verbs in the following sentences are in passive voice. Practice rewriting them in active voice. Here is a tip: if there is no "actor," add one.

Example: The letter was sent earlier. _The Soldier_ _sent the letter earlier._

Passive Voice	Active Voice
1. Their rifles were stripped and cleaned last month.	1.
2. The computers were shipped early in September.	2.
3. The OER was written by my CO.	3.
4. The old car was driven by PFC Walker.	4.
5. The main alarm was repaired in September.	5.
6. This Civilian has been stabbed.	6.
7. My shoes were taken to the quartermaster.	7.
8. The trees were uprooted by the storm.	8.
9. The rifle stock was stained a dark walnut color.	9.
10. The IEDs were planted in March.	10.

5.6.2   Exercise 1 Answer Key – Changing Passive Voice to Active Voice

Passive Voice	Active Voice
1. Their rifles were stripped and cleaned last month.	1. <u>First platoon</u> stripped and cleaned their rifles last month.
2. The computers were shipped early in September.	2. <u>Logistics</u> shipped the computers in early September.
3. The OER was written by my CO.	3. My CO wrote the OER.
4. The old car was driven by PFC Walker.	4. PFC Walker drove the old car.
5. The main alarm was repaired in September.	5. <u>The post</u> repaired the main alarm in September.
6. This Civilian has been stabbed.	6. <u>Someone</u> has stabbed this civilian.
7. My shoes were taken to the quartermaster.	7. <u>My buddy</u> took my shoes to the quartermaster.
8. The trees were uprooted by the storm.	8. The storm uprooted the trees.
9. The rifle stock was stained a dark walnut color.	9. <u>The range master</u> stained the rifle stock a dark walnut color.
10. The IEDs were planted in March.	10. *<u>The insurgents</u>* planted the IEDs in March.

5.6.3 Exercise 2: Active versus Passive (Extended Practice)

Directions: The verbs in the following sentences are in a mix of active and passive voice. If the sentence is passive, rewrite it in active voice. If the sentence is active, write "ACTIVE" in the space provided.

This section also contains some "false positives." If the sentence contains some (but not all) elements of passive voice write "FALSE POSITIVE" in the space provided.

Example:

Q. The focus of this book is written communication.	A. Active; False Positive.

Exercise 2: Active versus Passive

Passive Voice	Active Voice
1. After the game, the hamburgers were brought out for everyone.	1.
2. Alice may have broken her pen during the meeting, but I'm not sure.	2.
3. The focus of this report is spoken communication.	3.
4. During the intermission, several numbers were played by the band.	4.
5. SSG Bauer loves *AC/DC*.	5.
6. My computer was read by a hacker, I think.	6.
7. The Jeeps were cruising by PVT Jameson.	7.
8. I think his ankle snapped during the practice drop.	8.

9. CPL Jenkins washed and ironed her dress uniform.	9.
10. 2LT Meyer demonstrated land navigation during the class.	10.
11. The money was found in his rucksack during the Military Police investigation.	11.
12. The K-9 unit was at training all morning.	12.
13. The commanding officer did nothing about the accident because there was no need.	13.
14. Instructor Danes won the first-place trophy in the local marathon.	14.
15. That SHARP briefing was delivered three times.	15.
16. My study guide was returned before class.	16.
17. My shelter was destroyed by the storm.	17.
18. High caliber firearms were collected by the retired MSG.	18.
19. Nothing was accomplished by complaining.	19.
20. You get nothing until you give something.	20.

5.6.4 Answer Key – Exercise 2: Active versus Passive

Passive Voice	Active Voice
1. After the game, the hamburgers were brought out for everyone.	1. After the game, *the waitress* brought out hamburgers for everyone.
2. Alice may have broken her pen during the meeting, but I'm not sure.	2. ACTIVE; FALSE POSITIVE (contains past participle)
3. The focus of this report is spoken communication.	3. ACTIVE; FALSE POSITIVE (contains 'to be' verb and past participle)
4. During the intermission, several numbers were played by the band.	4. During the intermission, the band played several numbers.
5. SSG Bauer loves *AC/DC*.	5. ACTIVE
6. My computer was read by a hacker, I think.	6. I think a hacker read my computer.
7. The Jeeps were cruising by PVT Jameson.	7. ACTIVE; FALSE POSITVE (contains 'to be' verb).
8. I think his ankle snapped during the practice drop.	8. ACTIVE
9. CPL Jenkins washed and ironed her dress uniform.	9. ACTIVE
10. 2LT Meyer demonstrated land navigation during the class.	10. ACTIVE
11. The money was found in his rucksack during the Military Police investigation.	11. The Military Police found money in his rucksack during the investigation.
12. The K-9 unit was at training all morning.	12. ACTIVE; FALSE POSITIVE (contains 'to be' verb in past tense)

13. The commanding officer did nothing about the accident because there was no need.	13. ACTIVE
14. Instructor Danes won the first-place trophy in the local marathon.	14. ACTIVE
15. That SHARP briefing was delivered three times.	15. The CO delivered that SHARP briefing three times.
16. My study guide was returned before class.	16. The instructor returned my study guide before class.
17. My shelter was destroyed by the storm.	17. The storm destroyed my shelter.
18. High caliber firearms were collected by the retired MSG.	18. The retired MSG collected high caliber firearms.
19. Nothing was accomplished by complaining.	19. Complaining accomplished nothing.
20. You get nothing until you give something.	20. ACTIVE

5.7 PRACTICE - Identifying and Editing Passive Voice in Military Writing

Below is an example paragraph from a military document. Underline each instance of passive voice. Under the paragraph, rewrite the passive sentences as active. The following paragraph has an answer key. Check your answers once you're done.

From: SAFETY CONSIDERATIONS
Unedited: from Counterintelligence Report Writing Handbook (UNCLASSIFIED), p.47

(X//XX) SAFETY CONSIDERATIONS: To the north, the site is screened by the bathroom and kitchen area which is approximately 8m away. To the east, the site is completely screened by the solid wall that runs the length of the site and is approximately 8m away. To the south, there is no immediate screening due to the large windows that are in total approximately 2.4m wide. This is mitigated by the fact that these windows are tinted and difficult to see through; additionally, this can be further mitigated by using the window blinds that are usually up. To the west, the site is completely screened by the solid wall that runs the length of the site and is approximately directly behind the SH's seat. There is one security camera in the interior of the site which is located in the northeast corner aimed at the register. This is mitigated by the SH and Source arriving at different times, and that the primary seat location is out of the view of the camera. There were no law enforcement present at the site during the time of the casing; however, law enforcement and campus security often patrol down University Blvd. This can be mitigated by briefing the source cover for pinpoint action in case they are questioned by security.

Word Count: 217

From: SAFETY CONSIDERATIONS
Unedited: *from CRWH*, **p.47 –** Underlining shows instances of passive voice.

(X//XX) SAFETY CONSIDERATIONS: To the north, the site <u>is screened</u> by the bathroom and kitchen area which is approximately 8m away. To the east, the site <u>is completely screened</u> by the solid wall that runs the length of the site and is approximately 8m away. To the south, there is no immediate screening due to the large windows that are in total approximately 2.4m wide. This <u>is mitigated</u> by the fact that these windows are tinted and difficult to see through, additionally, this can <u>be further mitigated</u> by using the window blinds that are usually up. To the west, the site <u>is completely screened</u> by the solid wall that runs the length of the site and is approximately directly behind the SH's seat. There is one security camera in the interior of the site which <u>is located in</u> the northeast corner aimed at the register. This <u>is mitigated</u> by the SH and Source arriving at different times, and that the primary seat location is out of the view of the camera. There were no law enforcement present at the site during the time of the casing; however, law enforcement and campus security often patrol down University Blvd. This <u>can be mitigated</u> by briefing the source cover for pinpoint action in case they <u>are questioned</u> by security.

Word Count: 217

Revised to remove passive constructions and correct punctuation problems:

(X//XX) SAFETY CONSIDERATIONS: To the north, the bathroom and kitchen areas screen the site from approximately 8m away. To the east, the solid wall approximately 8m away runs the length of the site and screens the location. There is no immediate screening in the south due to the 2.4m-wide large windows. However, the tinting on the windows mitigates this risk because it makes them more difficult to see through. Additionally, this the window blinds are usually up, further mitigating the risk. To the west, there is a solid wall that runs the length of the site directly behind the SH's seat, which completely screens the booth. There is one security camera in the interior of the site, located in the northeast corner and aimed at the register. The SH and source can mitigate this by arriving at different times and by using the primary seat location which is out of the view of the camera. There were no law enforcement present at the site during the time of the casing; however, law enforcement and campus security often patrol down University Blvd. Mitigating this risk requires briefing the source cover for pinpoint action in case security attempts questioning.

Word Count: 199

5.8   Rubric Excerpt: Voice/Syntax

Below is an excerpt from the USAICoE Writing Standard Rubric. The columns identify the capabilities required to achieve standard levels.

USAICoE Criteria	6 - Superior	5 - Proficient	4 – Competent	3 – Developing	2 – Under-developed	1 – Insufficient
Voice: Active Voice Constructions	Uses active voice throughout the paper. Only uses passive voice when deliberately stressing the receiver of the action over the doer. Rarely (0-1%) uses passive voice.	Writer employs passive voice less than 2-3% of the time and only uses passive to emphasize the receiver of the action or when active voice would be awkward.	Writer employs passive voice less than 4-5-3% of the time and only uses passive to emphasize the receiver of the action or when active voice would be awkward.	Uses active voice primarily but uses passive voice where active is more logical and specific.	Uses mix of active and passive voice randomly; loss of subject (doer of action) leads to loss of meaning.	Paper fluctuates between passive and active voice throughout without apparent reason or control

Excerpt of the Voice/Syntax criteria from the USAICoE Analytic Rubric

5.9   Tips for Revision and Assessment

Students
The use of passive voice is grammatically correct, but not always the most effective choice. AR 25-50 explicitly instructs to avoid it for correspondence. For

other kinds of writing, use it sparingly and with a purpose.

Instructors
1. Using passive voice is not a sign of incorrect grammar; however, it may be necessary to score it as such based on professional standards or assignment requirements.
2. Prior to assessing an assignment, determine if passive voice is ever appropriate based on professional standards. The logical times to use passive voice are when the subject (actor) is unknown, the receiver of action takes priority, or when using a commonly passive phrase (e.g., "I was deployed in Afghanistan").

6. Standard 4: Concision – The Most Information in the Least Space

Being concise requires balancing the amount of information provided against the number of words required to convey it while maintaining accuracy. This chapter will introduce you to several techniques to craft short, powerful documents. Word has a proofing tool to help with detecting passive voice. Click on File>Options>Proofing>When correcting spelling and grammar in Word: settings>Style>Passive (check all that apply) Click okay.

6.1 Building Blocks of Concision

For correspondence, AR 25-50 provides the following guidance on concise expression:
- All paragraphs are lean (no more than 10 lines or 1" deep)
- All sentences or bullets are short (12-15 words)
- All words are simple and succinct, using the simplest form of verb, no noun strings, and minimal abbreviations

---

Breakdown of Standard 4: Concision

Sources: AR 25-50, Federal Plain Language Guidelines, CGSC ST 22-2

Behavioral Anchor*:* Length of written units, including sections, paragraphs, bullet points, sentences or words.

Overview:
- Concision means keeping written units as *informative* and *short* as possible
- Decreasing length reduces risk of confusion and errors in writing
- Only use passive when the actor is unknown or the recipient of action must be the priority

What to Expect*:* Sentences and paragraphs should not exceed the recommended length.

Caveat: For some coursework and MOS-related reporting, Soldiers may need to exceed these limits.

If the author *can* find a way to be more concise, the author *must try* to do so.

Required Skill Area	AR 25-50 Standards	USAICoE Standard Skills (Defined)
Concision	Concise	Author presents the most amount of information in the least amount of space.

6.2   Redundancies

Redundancies occur when sentences include information that duplicates ideas.

Redundant: All of my life experiences, both good and bad, have shaped my leadership philosophy.

Use: All my life experiences have shaped my leadership philosophy.

Or: Both good and bad experiences have shaped my leadership philosophy.

Using passive voice may also create redundant ideas:

Redundant: SFC Stripe was trained at West Point learning as a cadet.

Use: SFC Stripe was a cadet at West Point.

6.3   Empty or Inflated Phrases

See also section 6.5.3 Write Short Sentences

Casual language includes many qualifying phrases that unnecessarily lengthen sentences without improving meaning. Below is a short sample of inflated phrases and appropriate substitutes.

Inflated	Concise
In accordance with	Per
Due to the fact that	Because
At the present time	Currently, now
In order to	To
In spite of the fact that	Although, though
By means of	By

6.4   Complex Structures

Casual language often includes extra language for emphasis, making the structure more complex without adding necessary meaning. Use emphatic language only when necessary and to stress the main point/BLUF.

Overemphasized: It is critical that all Soldiers examine the staff duty roster in

accordance with the new regulations.

Balanced: All Soldiers must examine the staff duty roster per the new regulations.

Emphasize only the most important issues, arguments, or orders.

6.5 Clarity in Writing (Excerpt from *Action Officer: Staff Writing*)

The following sections (6.5.1-6.5.3) are an adaptation of previously distributed material from the Combined Arms and Services Staff School (CAS3); the editors have added new examples and guidance pertaining to academic style.

6.5.1 Write Short Paragraphs

John Beckno, primary author of the *Action Officer: Staff Writing*, offers the following advice on maintaining clarity in writing pertaining to Concision (paraphrased here):

1. Start each paragraph with a key point, topic sentence.
2. Give each paragraph a good header, if appropriate.
3. Use subparagraphs and lists when possible so key information stands out.
4. Maintain parallelism in your lists.
5. Shorten when possible. Strive to cut 30 percent of the words you wrote in the draft.

For original, see John Beckno, "Action Officer: Staff Writing," Department of Defense Issuances, Defense Technical Information Center, accessed January 14, 2015, http://www.dtic.mil/whs/directives/plainlanguage/ Action Officer_ StaffWriting.pdf.

The paragraphs below show information presented in letter (or essay) style and in memorandum style:

1. Letter or essay style.

   Cold weather training is important to our success in winter combat. Specifically, we must prepare our men and equipment for winter conditions. Our Soldiers must learn how to cope with the cold and prevent injury. They also need to know how their equipment holds up in cold temperatures. If we train them now, they will be ready for combat during the winter.

2. Memorandum style.

   Reasons for cold weather training.
   a. To prepare soldiers to cope with the cold and to prevent injury.
   b. To show them how their equipment holds up.

3. To ensure their success in winter combat.

4. In the last paragraph, state the point of contact (POC) if there is one. List the rank, name, office number, and telephone number of that person.

Use subparagraphs and subparagraph headers when possible. If you use them, readers will see the structure of your thoughts quicker and easier.

Maintain strong parallelism in your subparagraphs and checklists. When creating subparagraphs, keep them grammatically balanced.

Parallel:
Two traits of a strong leader are a <u>dedication to the accomplishment of the mission</u> and a <u>care for the welfare of Soldiers</u>.

Not Parallel:
Two traits of a strong leader are <u>dedication to the accomplishment of the mission</u> and <u>to care for the welfare of Soldiers</u>.

6.5.2 Use Short, Conventional Words

1. Limit long words (three or more syllables) to 15 percent of your total.
2. Avoid jargon, clichés, double-talk, and legalese. Strive for a conversational tone.
3. Use precise, concrete words rather than abstract ones.
4. Write to communicate rather than to impress. Limit long words to about 15 percent of your total. Mark the long words (three or more syllables) and replace them with short words that carry the same meaning.
5. Remember that each time your reader needs to pause it takes time away from the rapid read and delays the process of informing the reader. When decisions need fast execution, an unclear document hinders the mission.

6.5.3 Write Short Sentences

1. Keep most sentences at about 15 words. Rarely should a sentence exceed 25 words.
2. Do not put more than one main idea in a sentence.
3. Cut out wordy phrases and repetition.
4. Avoid sentence stretchers (it is, there is, there are).
5. Place subjects and verbs close to the front of the sentence.
6. Do not use long subject phrases.
7. Use transitional expression to avoid choppiness.

Shorten when possible. Strive to cut 30 percent of the words you wrote in the draft.

6.6 Eight Tips for Concision

You can tighten up your writing by implementing these eight tips:
1. Choose active verbs over forms of "to be"
2. Eliminate unnecessary modifiers (really, basically, actually…)
3. Eliminate redundancy (terrible tragedy, unexpected surprise, future plans…)
4. Shorten phrases to single words or adjectives
5. Get to the point by avoiding circumlocution; don't try to sound academic ("at this point in time" versus "now")
6. Use parallel construction, meaning keeping the form you use to list a series

the same (His hobbies were reading biographies, brewing beer, and playing saxophone.)

7. Ensure the person or thing you refer to with a pronoun is clear
8. Avoid using noun forms of verbs, or nominalization ("The CPT's implementation of…" versus "The CPT implemented….")

6.7   Rubric Excerpt: Concision

Below is an excerpt from the USAICoE Writing Standard Rubric. The columns identify the capabilities required to achieve standard levels.

USAICoE Criteria	6 - Superior	5 - Proficient	4 – Competent	3 – Developing	2 – Under-developed	1 – Insufficient
Concision: The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs) are lean	One written unit exceeds the proscribed length	Two written units exceed the proscribed length	Three written units exceed the proscribed length	Four written units exceed the proscribed length	Five or more written units exceed the proscribed length

Excerpt of the Concision criteria from the USAICoE Analytical Rubric
Determine appropriate length (leanness) by convention; for example, paragraphs in correspondence should be no longer than 10 lines and 15 words (AR 25-50).

6.8   Tips for Revision and Assessment

Students
> MS Word includes a "word count" feature under the "Review" tab that may help you stay within limits. Long sentences may include excessive phrases and clauses within them.

Instructors
1. Review the length requirements and best practices for each assignment prior to assessing. Remember: AR 25-50 requirements only apply to correspondence.
2. Use discretion when reviewing overly succinct, short or choppy sentences. While the rubric only covers problems of too much length, struggling students may write repetitive, short sentences. See the Holistic Scoring Guide for reference on behavioral anchors.
3. Target modifying phrases and clauses to help students shorten their essays.

7. Standard 5: Accuracy

To be accurate is to be correct, credible, and complete.

Errors in spelling, punctuation, usage, and formatting cause confusion, and the author loses credibility.

> Breakdown of Standard 5: Accuracy
>
> Sources: AR 25-50, Chicago Manual of Style, *A Pocket Style Manual*, 7th ed. by Diana Hacker, CAS3
>
> Behavioral Anchor: Number of error patterns in spelling, punctuation, grammar, mechanics or citation.
>
> Overview:
> - Accuracy impacts the author's credibility, integrity, and persuasiveness
> - Frequent errors create confusion and disrupt communication
> - Taking ownership for spotting and fixing accuracy problems is the fastest way to improve
>
> What to Expect: Instructors will examine your work for patterns of errors in each Accuracy category.

Additionally, the AR 25-50 standards imply that work must be free of errors in substance as well as grammar.

AR 25-50 Standards	USAICoE Standard Skills (Defined)
Free of Errors [in substance, organization, style, and correctness]	No visible mistakes (overall). Document matches claims to data; if required, research uses correct citations. Document adheres to professional, MOS requirements for formatting.

Soldiers should:
- Ensure correct spelling, punctuation, word usage, and formatting
- Use standard written English and proper spelling, punctuation, and grammar
- Make sure your paper is complete in presenting all necessary information
- Make sure your facts are correct
- Check the logic and objectivity of your writing

7.1 Parts of Speech

Standard English Grammar recognizes nine functions for words in sentences, called parts of speech:

Name	Function
Nouns	Describe a person, place, idea, or thing
Pronouns	Replace a noun
Adjectives	Modify nouns
Articles	Mark nouns
Verbs	Describe actions or states of being
Adverbs	Modify a verb, adjective, other adverb
Prepositions	Show relationships of noun or pronoun to other words to form a phrase
Conjunctions	Connect concepts or phrases
Interjections	Interrupt a phrase or make an exclamation

The Learning Innovation Branch has a short video to refresh on these skills. You can find it on the site below and on the MI Library website under Writing Resources.

The eight parts of speech: https://www.milsuite.mil/video/watch/video/17455 or www.libicoe.army.mil

Additionally, the following sections include short descriptions and examples of each part of speech. For a comprehensive look, see also Diana Hacker and Nancy Sommers' A Writer's Reference.

7.1.1 Nouns

Nouns describe:

A person	CPT Green, LT Blass, GEN George Washington
A place	Washington, D.C., Ft. Bragg, Fenway Park
A thing	Rifle, tank, canteen
A concept	Freedom, Republic, Patriotism

Proper Nouns describe specifics and need capitalization:

Common Noun	Proper Noun
house	The White House
computer	HP Pavilion
globe	The Globe Theater

7.1.2 Pronouns

Pronouns take the place of regular nouns.
Example: The tank has more armor because we increased it.

The original noun is the **antecedent** (e.g., "armor"); the pronoun replacing it is the **referent** (e.g., "it").

A mismatch of antecedent and referent creates a **pronoun-antecedent agreement** problem.

Adjective Pronouns
Some pronouns function as an adjective to modify common and proper nouns.
Example: This car looks like a Fiat.

Personal Pronouns
Use a personal pronoun when referring to a specific person, place or thing.

Person	Singular	Plural
First	I	We
Second	You	You
Third	He/She/It	They

Possessive Pronouns
Use possessive pronouns to clarify ownership.

Person	Singular	Plural
First	My, mine	Our, ours
Second	Your, yours	Your, yours
Third	Her, hers, his, its	Their, theirs

Intensive and Reflexive Pronouns
Use intensive pronouns to emphasize the actor or another pronoun.
Example: The keynote speaker was the General *himself*.

Reflexive pronouns identify that the actor is also its recipient.
Example: That guy failed height and weight, but he really got *himself* in great shape.

Person	Singular	Plural
First	Myself	Ourselves
Second	Yourself	Yourselves
Third	Himself, herself, itself	Themselves

Relative and Interrogative Pronouns
Use relative pronouns to introduce phrases or clauses that clarify the noun.
Example: The Soldier *who led PT on Tuesday* reminded us to stretch first.

Relative Pronouns
Who, Whom, Whose, Which, That

Interrogative Pronouns
These pronouns introduce questions:
Example: *Who* will lead PT this morning?

Interrogative Pronouns
Who, Whom, Whose, Which, What

Demonstrative Pronouns

Use demonstrative pronouns to isolate or specify a noun. In this way, the pronoun may function as an adjective:

Example: *This* salad is great.

Example: *That* zombie isn't dead.

Demonstrative Pronouns
This, That, These, Those

Indefinite Pronouns

Use these pronouns when referring generally to people or things without saying exactly who or what they are.

Example: Which one should I use? *Either* will do.

Example: *All* Soldiers must report to command, immediately.

Indefinite Pronouns		
All	Everybody	No one
Another	Everyone	Nothing
Any	Everything	One
Anybody	Few	Several
Anyone	Many	Some
Anything	Neither	Somebody
Both	Nobody	Someone
Each	None	Something
Either		

Reciprocal Pronouns

Use reciprocal pronouns to refer back to plural nouns (antecedents).

Example: You g*uys* need to take care of *each other* out there.

Reciprocal Pronouns
Each other, One another

7.1.3 Adjectives

Adjectives modify nouns and may be single words or phrases. Adjectives clarify or describe nouns.

Below is a table with three diagnostic questions for adjectives and examples:

Clarifying Question	Example
What kind of?	CPT Grayson bought a Ford Mustang.
Which one?	I think he bought the red one.
How many?	He purchased it six months ago.

7.1.4 Articles

Articles are words that define a noun as specific or non-specific (specific – *the* truck, non-specific – *a* truck). The number one rule is this: if a word is countable (e.g., one

rucksack, two rucksacks), you must always use an article (or my, his, etc.). To match the correct article, you must first find the noun. A noun is a person, place, thing or idea. However, not ALL nouns require an article. Some nouns refer to things or ideas that you cannot count or make plural, such as *rice* or *generosity*. These are non-count nouns, and they do not take an article.

A, An	The	Difference
I spoke to a commanding officer.	I spoke to the commanding officer.	Speaking to someone with the rank vs. a specific superior
He was eating an apple.	He was eating the apple.	Having one (of many) vs. the only one
That wasn't just an Abrams—that was the Phantom Tank.		Distinguishes a peculiar instance

7.1.5 Verbs

Verbs signify the action in a sentence. They tell you what someone or something <u>is</u> or <u>does</u>.
Example: I *ran* through the finish line.
Example: The ships *collided* in the ocean.

Sometimes we use the verb "is" to link or join the subject to another word in the sentence to describe the subject. Examples of these linking verbs are forms of "to be"; verbs that indicate the senses, such as taste, feel, smell, look, sound; and verbs like become, seem, and appear.
Example: The unit is ready for inspection.
Example: The troops appear ready.
Example: The sky looks ominous.

Verbs telling the main action are the main verb, but sentences may use more than one word to form a verb. Helping verbs help complete the action of a main verb and count as part of the verb. "To be" (am, is, are, was, were, been, being, be), "to have" (have, has, had, having), "to do" (do, does, did), and conditionals (could, should, would, can, shall, will, may, might, and must) are all examples of helping verbs.
Example: He <u>is</u> <u>learning</u> to speak Chinese.
Example: They <u>have</u> <u>learned</u> Arabic at DLI.
Example: <u>Did</u> they <u>learn</u> to speak it fluently?

7.1.6 Adverbs

Adverbs modify verbs, adjectives, and other adverbs. Be careful, however. They do not modify (describe) nouns. They describe things such as manner, place, time, and frequency.

Manner	happily, fiercely, fluently, carefully (these often end in "-ly")
Place	somewhere, here, there, far, north
Time	yesterday, late, early, soon
Frequency	never, often, frequently, generally, soon

7.1.7 Prepositions

Prepositions link strings of nouns and pronouns to form prepositional phrases which modify other parts of the sentence.

A prepositional phrase can function as an adjective or an adverb:

Adjective Example: CPT Danes is *the Commanding Officer* of the battalion. (CO of what? The battalion.)

Adverb Example: MAJ Battle *ran* through the Santa Rita Mountains. (Ran where? The Santa Rita Mountains.) A table of the most common prepositions follows.

Common Prepositions					
About	Before	Despite	Near	Past	To
Above	Behind	Down	Next	Plus	Toward
Across	Below	During	Of	Regarding	Under
After	Beside(s)	Except	Off	Respecting	Underneath
Against	Between	For	On	Since	Unlike
Along	Beyond	From	Onto	Than	Until
Among	But	In	Opposite	Through	Unto
Around	By	Inside	Out	Throughout	Up
As	Concerning	Into	Outside	Till	Upon
At	Considering	Like	Over		With/in/out
Additionally, some prepositions use multiple words: along with, as well as, in addition to, next to, and rather than.					

7.1.8 Conjunctions

Use conjunctions to connect parts of speech, phrases, and clauses together. They are joining words. There are several types of conjunctions.

Coordinating and Correlative Conjunctions	
Coordinating And, but, or, nor, for, so and yet.	Example He wanted to go to Germany, but he was stationed at Fort Huachuca
Correlative Either/or Neither/nor Not only…but also Whether/or Both…and	Example Either give me liberty or give me death.-Patrick Henry "Neither snow, nor rain, nor heat, nor gloom of night stays these couriers from the swift completion of their appointed rounds." -Creed of the U.S. Postal Service

7.1.9 Interjections

Interjections are single words used to express emotion in casual, exclamatory sentences. Expletives (curse words) are another variety of interjection. They are common in casual military speech but rare in military writing.
Example: I can't believe we ran the entire ten miles! *Wow!*
Example: *Woah!* Watch out for IEDs!

7.2   Sentence Basics

The parts of speech combine into sentences to convey ideas and arguments. This section introduces the two main portions of a sentence: the subject and the predicate as well as how to recognize them.

7.2.1   Subjects and Predicates

Sentences have two basic parts: the **subject** and the **predicate**.

The part of the sentence that acts on the verb is the subject. The subject is *usually* the "actor."

1. A **complete subject** answers the "who" or "what" in a sentence, including modifiers.
2. A predicate is the verb plus any sentence objects, complements, and modifiers.

Below is an example of a sentence with the subject and predicate.

Subject	Predicate
My battle buddy	told me to drink more water.

Who told him to drink more water? *The battle buddy.*

7.2.2   Simple, Multiple, and Understood Subjects

A simple subject is the topic of the sentence without any further modification. It is usually a noun or other part of speech functioning as a noun.

Subject		Predicate
	SS	
My battle	buddy	reminds me to drink more water.

Here, the "buddy" is the simple subject of the sentence—he's the one performing the action. The "me" in the sentence is the receiver of the action. Here is another example:

Subject		Predicate
	SS	
Helpful	guidance	is in every training manual and SOP.

Remember–the subject of the sentence drives the verb.

Multiple Subjects:
Some sentences use two subjects split by a conjunction. Note: using multiple subjects will change the form of the verb.

Subject				Predicate
	SS		SS	
Every	Soldier	and	Civilian	write reports.

A mismatch between plural subjects and a single verb, or single subjects and a plural verb is a subject-verb agreement problem.

Understood Subjects:

Some sentences, such as commands (imperatives) do not need to include a word for the subject. These sentences will include only the predicate of the sentence.

Subject	Predicate
[You]	Get to the chopper!

Subject	Predicate
[You]	Clean up that mess.

The use of an understood subject is more common in speaking than in writing.

7.3   Sentence Patterns and Structure

AR 25-50 recommends using simple sentence patterns using the order of "subject-verb-object" but did not specify further detail. This section breaks down the standard with the most common patterns. There are five basic patterns to sentences in English:
1. Subject/Verb (S/V)
2. Subject/Verb/Subject Complement (S/V/SC)
3. Subject/Verb/Direct Object (S/V/DO)
4. Subject/Verb/Direct Object/Object Complement (S/V/DO/OC)
5. Subject/Verb/Indirect Object/Direct Object (S/V/IO/DO)

This section will also demonstrate how to identify transitive (verbs which have a direct object of the action) and intransitive verbs. Because only transitive verbs use objects, writers must understand this function to craft rigorous, actor-driven, impactful sentences.

7.3.1 Subject/Verb (S/V)

The simplest form of a sentence includes just the subject and a verb:

Subject	Verb
I	ran.

Use this format to answer short, direct questions.

7.3.2 Subject/Verb/Direct Object (S/V/DO)

This combination is the most common sentence structure. In it, the subject enacts a transitive verb and functions as the actor. The recipient of that action is the direct object.

Subject		Transitive Verb	Direct Object		
	SS		Receiver		
CPT	Black	ate	the	whole	MRE.

Note that "the whole" modifies the receiver in this sentence, "MRE." If stuck, mentally remove the unnecessary words in the predicate to locate the DO, which is always a noun or pronoun.

Unlike linking verbs, transitive verbs describe **action** rather than states of being.

7.3.3 Subject/Verb/Direct Object/Object Complement (S/V/DO/OC)

Some sentences require additional explanation or completion of the direct object. These modifications are object complements.

S		V	DO	Object Complement					
SS		TV	Receiver						
Critics	often	dismiss	chivalry	as	a	thing	of	the	past.

Here, the prepositional phrase "as a thing of the past" explains the direct object, "chivalry," by equivalence. As a reader, it would be easy to think, "chivalry" = "a thing of the past," showing that it functions as a complement.

7.3.4 Subject/Verb/Indirect Object/Direct Object (S/V/IO/DO)

Below, the examples identify the transitive verb and the direct receiver of the verb's action (direct object). Note that the indirect object is not the receiver of action but does explain the receiver with more detail.

S	V	IO		DO			S	V	IO		DO
SS	TV			Receiver							Receiver
Bays	dropped	his	father's	wallet	and	then	he	lost	his	own	keys.

What did Barnes drop? The wallet. What kind of wallet? His father's. Similarly, what did he lose? The keys. What kind of keys/who did they belong to? Himself.

Alternate Structure: S/V/DO/IO

At times, the IO/DO combination may reverse using a prepositional phrase. Below is an example showing the reversal.

S	V		IO	DO		S	V	DO	IO	
SS	TV			Receiver					Receiver	
[You]	give	the	barista	your	order	*and*	she'll	make	it	for	you.

What is the person giving? The order. To whom? The barista. Note that in the second half of the sentence, the personal pronoun "it" replaces *the order* not *the barista*, making it the direct object.

7.3.5 Subject/Verb/Subject Complement (S/V/SC) and linking verbs

Linking verbs connect elements of the subject and predicate. There is no direct object because there is no action. Like an object complement, a subject complement clarifies or completes the sentence's simple subject.

Subject		V	Subject Complement	
	SS	LV		N
That	officer	might	be	a	General.

Here, the subject complement (General) clarifies the subject (officer) and functions as a noun in the predicate. It is a **predicate noun or predicate nominative**.

Alternately, the subject complement may function as an adjective describing the subject. This is a **predicate adjective**.

Subject		V	Subject Complement	
	SS	LV		ADJ
These	drills	look	really	tough.

Linking verbs differ from helping verbs in that they function as the main verb of the sentence.

Common Linking Verbs					
Appear	Become	Grow	Make	Smell	Taste
Be	Feel	Look	Seem	Sound	

7.3.6 Intransitive Verbs

Some verbs do not require a direct object because the verb has no "receiver." These are **intransitive verbs**. In this case, the verb is either self-evident or includes no complements.

Subject		V		
	SS	IV		
The	Platoon	stood	at	attention.

Here, no one receives the action of "standing."

Transitive and Intransitive Forms
Many verbs are both transitive and intransitive. Remember, it depends on how the verb functions in a sentence.

Subject		V		DO
	SS	TV		
The	Spartans	stood	their	ground.

In general, if the verb expresses a state of being rather than a state of doing, the verb will be intransitive.

7.4   Subordinate Sentence Components (Phrases and Clauses)

Sentences often include groups of modifiers operating in clusters. On their own, **phrases** would look like sentence fragments because they do not contain subjects or verbs. **Clauses** contain subjects, verbs, and sometimes objects. They can be full sentences (**independent clauses**) or just fragments (**dependent clauses**).

In academic writing, phrases and subordinate clauses are frequent targets for inflated language. While AR 25-50 does not specify any regulations for subordinate sentence components, the directive to keep all sentences lean means writers must avoid cluttering their writing with unnecessary phrases and clauses.

7.4.1 Phrases

A phrase is a group of related words, but it is different from a clause in that it does **NOT** contain both a subject and a predicate. As a reminder, the predicate is the part of a sentence that says something about the subject. At the heart of the predicate is the verb, which shows action or a state of being.

Examples of phrases are:
- …on the bus
- …after the war
- …to their beds

<u>Prepositional Phrases</u>
The above examples are prepositional phrases. These phrases function as either an adjective or adverb, in other words, as modifiers. For a list of prepositions, see 7.1.7, *Prepositions*.

Example: *From the outset of the competition*, CPT Hammond <u>knew</u> he was going to win. (Functioning as an adverb to the verb "knew")
  ❖ Knew when? From the outset.

To test if the phrase is adverbial, just see if makes sense in a different part of the sentence. It will answer the questions of when, where, or how.

E*xample:* CPT Hammond <u>knew</u> he was going to win *from the outset of the competition*.
  ❖ The phrase still makes sense = adverbial phrase.

To function as an adjective, the prepositional phrase will generally follow a noun and will answer the questions which one or what kind.

Example: That paratrooper has <u>nerves</u> *of steel*. ("of steel" = adjective)
  ❖ What kind of nerves? Ones made of steel.

Some grammar books recommend avoiding ending sentences with a preposition; however, if the sentence is clear, ignore this advice. For example, compare the following sentences and the location of the prepositions. While technically correct, leading with a prepositional phrase can make the sentence less clear and sound pretentious:

Examples:
- *For what* are you waiting? (Correct, but awkward)
- *What* are you waiting *for*? (Ends in preposition)
- We avoided the IED *about which* our source warned us. (Correct, but awkward)
- We avoided the IED *that* our source warned us *about.* (Ends in preposition)

In each case, the sentence is more natural with the split prepositions.

Verbal Phrase

Verbal phrases use verbs to function as another part of speech. There are three varieties: gerund, participial, and infinitive.

Verbal Phrase	Function	Look for:	Examples (Phrases are in italics)
Gerund	Noun	Verbs ending in "-ing" acting as the sentence subject.	*Running from mortar fire* can be great exercise.
Participial	Adjective	Present participles (verbs ending in "-ing" or past tense verbs ending in -ed or -en) acting as adjectives	*Believing in the dream of America,* CPT Morrison stood for the national anthem. I like my Rip-it® *shaken*, not *stirred*.
Infinitive	Noun	Infinitives ("to" plus base form of the verb)	To *maintain discipline and honor* is a top priority for Soldiers.
	Adjective	Infinitive following a noun	All citizens have the right to *life, [to] liberty, and [to] property* according to the 14th Amendment.
	Adverb	Infinitive modifying the main verb; note: sometimes the phrase may not include "to"	Soldiers lined up around the block *to see the new Star Wars movie in English.* Drinking a Rip-It® may help Soldiers *[to] stay awake on patrol*.

Appositive Phrases

Appositive phrases include interjectory elements intended to further explain a noun or pronoun.

Example: Soldiers, *heroes one and all,* are part of an all-volunteer Army in the United States.

Use appositive phrases with caution. They can inflate your sentence, which would be just as clear and more direct without the aside.

Absolute Phrases

Absolute phrases are usually dramatic openers that impact the entire sentence rather than any specific part of speech.

Example: With her fingers clutched tightly around her U.S. Constitution, the immigrant girl stood up and addressed the citizenship board.

In most technical documents and reports, writers should avoid absolute phrases to maintain clarity.

7.4.2 Clauses

A clause contains both a subject and a predicate and is the next level up from a phrase. A clause can be either a part of a sentence or an entire sentence. It is a group of words with its own subject and verb. An independent clause can stand on its own as a complete thought and often ends in a period. A sentence will always include at least one independent clause. Unfinished ideas can't stand alone, so we call them dependent clauses. They depend on more information to make sense.   In fact, they depend on an independent clause. Knowing this information will help you use correct punctuation in your sentences and avoid run-ons and sentence fragments

The Clause	
Independent	It can stand on its own as a complete sentence
Dependent (Subordinate)	Is an unfinished thought, depends on an independent clause to make sense

Independent Clause
Whenever you are evaluating a sentence, to be sure it is complete or to determine if you have an independent clause, look for these three things:
1. A subject (that makes sense with the verb)
2. A verb (that goes with the subject)
3. A complete thought

Dependent Clause
While a dependent clause also has a self-contained subject, verb, and predicate, it functions in the sentence as an adjective, adverb, or noun. A dependent clause does not make a complete thought. If a word group has a subject, verb, and predicate but is not a complete idea, it is a dependent clause.

Dependent Clause	Substitutes or Answers	Look for:	Examples (Clauses are in italics)
Noun	Replaces subject, subject complement, direct object, or object of a preposition	Relative Pronouns: which, who, whom, whose Other Pronouns: what, whatever, whichever, whoever, whomever Other Subordinating Words: how, if, that, when, whenever, where, wherever, whether, why	Mick Jagger argued *that you can't always get what you want.*
Adjective	Which one? What kind of?	Relative Pronouns: that, which, who, whom, whose Relative Adverbs: when, where, why	The Drill Sergeant often works with Soldiers *who would appreciate a little more down time.*
Adverb	When? Where? Why? How?	Subordinating Conjunctions: after, although, as, as if, because, before, even though, if, in order that, since, so that, than, that, though, unless, until, when, where, whether, while	*In order for us to make chow,* we double-timed the march.

7.5   Sentence Structure

The more modifiers, phrases, and clauses included in a sentence, the more complicated the structure classification.

To demonstrate the two kinds of clause, let's look at this sentence.

Example: Because the exhausted squad was outside the wire for three days, they collapsed when they returned to their comfortable beds.

This sentence has two clauses, one independent and one dependent.

<u>They collapsed when they returned to their comfortable beds</u> is an independent clause, a thought that stands on its own. It could be punctuated with a period as a complete sentence and be grammatically correct.

If all you hear or read is "*Because the exhausted squad was outside the wire for three days*," you wonder what question this clause answers. This is a dependent clause because it does not state a complete thought without further information.

<u>Simple Sentence</u>
A **simple sentence** contains a single, independent clause conveying a full idea.

Independent Clause							
SUBJECT				Verb	Predicate		
After	chow	time,	everyone	left	for	the	barracks.

While this example does have a prepositional phrase, note that the sentence only has one subject, verb, and predicate. As along as the sentence does not repeat the structure, it is simple.

<u>Compound Sentence</u>
A compound sentence combines two or more <u>independent</u> clauses together using a conjunction.

Independent Clause				Independent Clause		
S	V	P		S	V	P
He submitted his leave request,			and	he began planning his vacation.		

Here is a punctuation tip: Use a comma before a conjunction joining two independent clauses.

Note that a semicolon can achieve the same effect when joining sentences without a conjunction. You could also separate the compound sentence into two by using a period.

Independent Clause		Independent Clause
The SGT lost his cool	;	he calmed down later

Complex Sentence

Sentences become "complex" when an independent clause includes at least one dependent clause.

Dependent Clause		Independent Clause
Because his leave request was approved	,	he began planning his vacation.

Here is a punctuation tip: Notice that there is a comma after the dependent clause. If a dependent clause introduces the independent clause, there will usually be a comma after it. If the dependent clause comes after the independent clause, you usually do not need a comma.

Compound -Complex Sentence

In addition to having two independent clauses, a compound-complex sentence will also include at least one dependent clause. Below is an example. Notice how the commas help with clarity.

Dependent Clause	Independent Clause	Independent Clause
Because he had days to use or lose,	he submitted his leave request,	and then he booked an exotic vacation.

Here is a punctuation tip: Use both tips above. Be sure you separate the independent clauses with a comma and conjunction or semicolon. And if the dependent clause introduces the independent clause, use a comma after it.

7.6   Common Grammatical Issues

This section covers the most frequent problem areas of grammar instructors found in USAICoE work. Page numbers reference to sections of *A Writer's Reference,* by Diana Hacker and Nancy Sommers, 8th ed.

7.6.1 Agreement of Subject and Verb

Agreement of subject and verb (197-205): Subjects come in two forms: singular and plural. In addition to identifying the subject of a sentence, it is necessary to identify the right verb conjugation. If the subject is singular, then the verb should be as well. If the subject is plural, so is the verb.

Example: The Soldier *is* available for counseling.
Example: The Soldiers *are* available for counseling.

Common Problems
In some cases, the subject will come before a phrase beginning with *of*. Not knowing which word is the subject of the sentence causes most subject-verb mistakes.

Example: A group of Soldiers marches to the beat. (*The group* marches -- not the *Soldiers* march.)

The opposite is true when using portions and *of*. Look for the noun that comes after *of*.

Example: A fourth of the <u>book</u> is missing.
Example: Some of the <u>books</u> are missing.

You might wonder what to do if you have both singular and plural nouns connected by OR or NOR. In this case, you make the verb agree with the noun closest to the verb.

Example: Neither MSG Grimm nor his <u>troops</u> leave any detail to chance.
Example: Neither his troops nor <u>MSG Grimm</u> leaves any detail to chance.

7.6.2 Dangling Modifiers

Dangling modifiers (138-41): Chris Berr and Karl Stolley define dangling modifiers as, "a word or phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies, or gives more detail about a concept."

Chris Berr and Karl Stolley, "Dangling Modifiers and How to Correct Them," Purdue University, January 2013, https://owl.english.purdue.edu/owl/resource/597/1

In other words, the sentence does not show an "actor"; therefore, the participle "dangles," lacking the word being modified.

Example: Having finished extra duty, the Xbox was turned on.
Example: Having finished extra duty, *PVT Johnson* turned the XBOX on.

In the first sentence, we do not know *who* or *what* turned on the Xbox. Without the subject, the sentence is confusing. Here are some examples demonstrating this problem.

Common Types	Example	Issue
Participial Phrase	Running during PT, CPT Johnson praised the platoon's performance.	The platoon was running, not CPT Johnson.
Preposition followed by a Gerund Phrase	*After opening the textbook,* the Sergeant caught my attention.	Who opened the textbook? Was it the Sergeant or the speaker?
Infinitive Phrase	*To demonstrate grammar,* CPT Johnson called on 2LT Lewis every day.	Was CPT Johnson calling on 2LT Lewis to demonstrate grammar, or was calling on him the demonstration?
Subordinate clause with an understood subject and verb	While not necessarily the fastest *runner,* CPT Johnson recommended wind sprints for 2LT Lewis to improve.	2LT Lewis is having trouble keeping up, not CPT Johnson.

In each case, the dangling modifier modifies an ambiguous or missing subject. To fix a sentence, you must first determine the appropriate target for the modifier. What information is missing?

Example (Incorrect): Having arrived late for formation due to illness, <u>a written doctor's note</u> was needed.

Here, the only object we have available is: *written doctor's note*. This is the wrong target, as we know that a doctor's note cannot arrive late to formation. The phrase incorrectly modifies an existing noun, the doctor's note.

Example (Corrected): Having arrived late for formation due to illness, SPC Simons needed a written doctor's note to be excused.

7.6.3 Misplaced Modifiers

Misplaced modifiers (135-137): Richard Nordquist describes misplaced modifiers as, "Words, phrases, or clauses that do not clearly relate to the word or phrase [that] they modify. A misplaced modifier can usually be corrected by moving it closer to the word or phrase it should be describing."

Richard Nordquist, "Misplaced Modifiers," About Education, accessed January 2015, http://grammar.about. com/od/ mo/g/mismodterm.htm

Example (Incorrect): Marching down the street, I watched the formation.

In this instance, it is as if I were marching down the street rather than the formation. To fix it, we simply need to move the modifier (marching down the street) closer to the object (formation)

Example (Correct): I watched the formation marching down the street.

7.6.4 Mixed Constructions

Mixed constructions (126-28): A mixed construction is a sentence that does not make sense due to incompatible, merged phrases and clauses.

Example (Unclear): Beginning in the fall of 2008, we began to have students complete BOLC II, was the responsibility of the cadre.

Here, the independent clause, "Beginning...BOLC II," sits next to an incomplete fragment, "was the responsibility of the cadre."

Example (Clearer): Beginning in the fall of 2008, we began to have the students complete BOLC II. The course managers and cadre were responsible for the planning the integration of this extra course into the students' schedule.

7.6.5 Pronoun-Antecedent Agreement

Pronoun-antecedent agreement (218-21): Pronouns must agree with the nouns they replace. Those nouns are *antecedents*.

Example (Correct): <u>MSG Stockman</u> walked into a bar. <u>He</u> was ready for a drink.

<u>MSG Stockman</u> is the noun/antecedent and <u>he</u> is the pronoun. Antecedents must match in number (plural vs. singular) and in person (male vs. female).

Example (Unclear): <u>CPT John Smith</u> trained hard for <u>her</u> APFT. <u>He</u> will pass.

Here, the pronouns do not match the subject. Is this CPT Smith's APFT? If so, the sentence needs a singular, masculine pronoun in both instances.

Example (Clearer): CPT John Smith trained hard for his APFT. He will pass.

7.6.6 Run-on Fused Sentence

Run-on (fused) sentences (241, 242-45)
Problems occur when writers merge independent clauses incorrectly. When there are two independent clauses in a sentence, you must connect them in one of these ways:
1. With a comma and a coordinating conjunction (and, but, or, nor, for, so, yet)
2. With a semicolon, colon, or dash. The two types of run-on sentences are the comma-splice and the fused sentence.

<u>Comma-Splice</u>

Example (Incorrect): The temperature is high, drink some water. Add a conjunction (*and, but, for, nor, yet, or so*)

Example (Correct): The temperature is high, so drink some water.

<u>Run-on or Fused Sentences</u>
When there is zero punctuation and no coordinating conjunction between two independent clauses.

Example: Burning tire pollution poses a risk to all Soldiers it can be deadly for any Soldiers with asthma.

In this example the first independent clause is in blue and the second is in green. To fix this sentence, either create two sentences or add appropriate punctuation and a conjunction. For example, "Burning tire pollution poses a risk to all Soldiers, but it can be deadly for any Soldiers with asthma."

7.6.7   Sentence Fragments

Sentence fragments (235-40)
A sentence fragment is a word group that looks like a sentence but is missing necessary structural components. A sentence must include a word group consisting of at least one full independent clause that can stand alone.

Example (Sentence Fragments): When the Soldier shot the rifle. Running for formation. And immediately popped their flares.

Example (Corrected): The Range OIC was surprised when the Soldier shot the rifle. SPC Simons ran for formation. The Pathfinders landed around the downed aircraft and immediately popped their flares.

7.6.8   Shifts in Verb Tense

Shifts in verb tense (142)
All verb tenses consist of a main verb found in one of five forms. The chart below demonstrates this with examples using *to help, to give,* and *to be.*

Verb Form	Regular Verb Help	Irregular Verb Give	Irregular Verb Be
Base Form	Help	Give	Be
Past Tense	Helped	Gave	Was, Were
Past Participle	(has) Helped	(has) Given	(has) Been
Present Participle	(is) Helping	(is) Giving	(is) Being
-S Form	Helps	Gives	Is

Commonly misused verbs creating a shift in verb tense.

The tense must match throughout the statement to avoid confusion about when an event happened, happens, or will happen.

Example of shifts in verb tense: The meeting begin at 0730.

Examples (Corrected):
- The meeting begins at 0730.
- The meeting began at 0730.

7.6.9 Vague Pronoun Reference

Vague pronoun reference (221-23)
As discussed before, a pronoun is a word used to substitute for a previously discussed noun known as an <u>antecedent</u>. A vague pronoun reference occurs when a pronoun could refer to two possible antecedents.

Examples of a vague pronoun reference:
- When LTC Dugan set the box on the glass-topped table, it broke.
- Here, the pronoun *it*, could refer to the box or the table.

Example (Corrected): The glass-topped table broke when LTC Dugan set the box on it.

Revising the sentence removes ambiguity.

7.7   Typos

While MS Word and similar word processing programs are powerful tools for drafting and checking documents, they are not perfect.

Because of this, there is no substitute for a careful human being checking for errors. Below are some examples of simple problems that Microsoft Word did not catch.

With Spellcheck and Autocorrect
Automated checking tools will not find typos that accidentally create correctly spelled words. Similarly, the "auto correct" feature on some checkers may insert a close approximation that is not accurate.

<u>Typo creating a real word</u>
Example: "The sink is broken. Just waiting on the plumber to get the right *pants*." (Correct word: *parts*)

<u>Auto correct substituting the wrong word</u>
Example: "We made *tumor* visits to the doctor's office." (Correct words: *two more)*

<u>Correction dictionary suggesting wrong replacement</u>
Example: "Unfortunately, our faucet's a little *loose*." (Spellchecker recommends *lose, loses, losses, loss,* and finally, *loose* as the final option. While *loose* makes the most sense, it is the last suggestion offered.)

7.8   Spelling

Misspelling words is a quick route to damaging your credibility when submitting any type of written work. Recognizing commonly misspelled words is one way to grow your vocabulary. If in doubt, always check an online or hardcopy dictionary. You can find the following list of commonly misspelled words on grammar and composition expert Richard Nordquist's website.

	Commonly Misspelled Words								
1	absence	46	discipline	91	invitation	136	picture	181	succeed
2	accommodate	47	does	92	irrelevant	137	piece	182	successful
3	achieve	48	during	93	irritable	138	planning	183	surely
4	acquire	49	easily	94	island	139	pleasant	184	surprise
5	across	50	eight	95	jealous	140	political	185	temperature
6	address	51	either	96	judgment	141	possess	186	temporary
7	advertise	52	embarrass	97	knowledge	142	possible	187	through
8	advice	53	environment	98	laboratory	143	practical	188	through
9	among	54	equipped	99	length	144	prefer	189	toward
10	apparent	55	exaggerate	100	lesson	145	prejudice	190	tries
11	argument	56	excellent	101	library	146	presence	191	truly
12	athlete	57	except	102	license	147	privilege	192	twelfth
13	awful	58	exercise	103	loneliness	148	probably	193	until
14	balance	59	existence	104	losing	149	professional	194	unusual
15	basically	60	expect	105	lying	150	promise	195	using
16	becoming	61	experience	106	marriage	151	proof	196	usually
17	before	62	experiment	107	mathematics	152	psychology	197	village
18	beginning	63	explanation	108	medicine	153	quantity	198	weird
19	believe	64	familiar	109	miniature	154	quarter	199	welcome
20	benefit	65	fascinating	110	minute	155	quiet	200	whether
21	breathe	66	finally	111	mysterious	156	quit	201	writing
22	brilliant	67	foreign	112	naturally	157	quite		
23	business	68	forty	113	necessary	158	realize		
24	calendar	69	forward	114	neighbor	159	receive		
25	careful	70	friend	115	neither	160	recognize		
26	category	71	fundamental	116	noticeable	161	recommend		
27	ceiling	72	generally	117	occasion	162	reference		
28	cemetery	73	government	118	occurred	163	religious		
29	certain	74	grammar	119	official	164	repetition		
30	chief	75	guarantee	120	often	165	restaurant		
31	citizen	76	guidance	121	omission	166	rhythm		
32	coming	77	happiness	122	operate	167	ridiculous		
33	competition	78	heroes	123	optimism	168	sacrifice		
34	convenience	79	humorous	124	original	169	safety		
35	criticize	80	identity	125	ought	170	scissors		
36	decide	81	imaginary	126	paid	171	secretary		
37	definite	82	imitation	127	parallel	172	separate		
38	deposit	83	immediately	128	particularly	173	shining		
39	describe	84	incidentally	129	peculiar	174	similar		
40	desperate	85	independent	130	perceive	175	sincerely		
41	develop	86	intelligent	131	perform	176	soldier		
42	difference	87	interesting	132	permanent	177	speech		
43	dilemma	88	interfere	133	persevere	178	stopping		
44	disappear	89	interpretation	134	personally	179	strength		
45	disappoint	90	interruption	135	persuade	180	studying		

Richard Nordquist, "The 201 Most Commonly Misspelled Words in English," About Education, accessed March 9, 2016, http://grammar.about.com/od/words/a/misspelled200.htm

Other websites with commonly misspelled words for reference:

http://www.commonlymisspelledwords.org/

http://www.esldesk.com/vocabulary/misspelled-words

http://www.spelling-words-well.com/frequently-misspelled-words.html

7.9   Capitalization

Capitalization (322-25)
There are seven primary rules to capitalization; however, several of these rules include exceptions you will need to remember. Follow course guidelines for specific requirements.

<u>Rule 1.</u> Capitalize the first word in a sentence and in a document.

<u>Rule 2.</u> Capitalize proper nouns and adjectives derived from proper nouns.
- Proper nouns: Names of specific persons, places, and things. You will also include months, holidays, and days of the week to this list.
- Adjectives derived from proper nouns: a Russian national, a Victorian building
- Proper noun examples: Major General Ashley, Fort Campbell, Field Manual 2-01.3, Motrin.
- **But watch out** for these similar common nouns: a leader, a military fort, a field manual, painkiller.

<u>Rule 3.</u> Capitalize titles of persons only when used as part of a proper name.
- Professor Quentin Culver, PhD
- Command Sergeant Major Anthony Whitney
- Mark Hays, Attorney at Law
- The professor
- The sergeant major
- The lawyer

<u>Rule 4.</u> Capitalize only the major words in titles and subtitles of works such as books, and online articles or documents. Do not capitalize smaller articles such as, *a, and,* and *the* unless they are the first word in the title or after the colon*.*
- The USAICoE Writing Program: A Lesson in Writing and Critical Thinking.
Only capitalize prepositions in titles if you are using them as an adjective or adverb.. For example you'd capitalize the word "up" in a title that read "The Soldier Who Measures Up to Excellence" but not in a title that read "The Soldier Who Walked up the Mountain."

<u>Rule 5.</u> Capitalize the first word of a quoted sentence. Do not capitalize the first word in a quoted phrase. See below for examples.
<u>Quoted Sentence</u>
In the *Army Times* last month, Mr. Smith erroneously stated, "There are only about three Army Captains who can actually write."

<u>Quoted Phrase</u>
John Smith has stated that in our generation, texting is "the communication style of the free world."

Rule 6. Capitalize all the letters in the abbreviations for departments and agencies of government or any other official organizations.
- FBI
- DEA
- USMA
- CIOC
- CISAC

Unique capitalization (AR 25-50 Paragraph 1-13): The following is a selection of style and usage preferences for internal Army correspondence:
- Capitalize the word "Soldier" when it refers to a U.S. Army Soldier.
- Capitalize the word "Family" when it refers to U.S. Army Family or Family members.
- Capitalize the word "Civilian" when it refers to DA Civilians and is used in conjunction with Soldier and/or Family.

AR 25-50 Paragraph 1-13

7.10 Punctuation

This section covers the most frequently missed, yet important, punctuation marks used in most documents.

Documents punctuated correctly eliminate confusion, enhance expression, and reduce ambiguous interpretation. The editors of this handbook encourage readers to review similar exercises in Diana Hacker and Nancy Sommer's *A Writer's Reference*, 8th Edition. For your convenience, we have placed page numbers from this reference next to the topic title.

7.10.1 Apostrophe

Apostrophe (304-07)
Use apostrophes to show possession and create contractions.

All page numbers refer the 8th edition of A Writer's Reference. Copies of this book are available in the MI Library.

<u>To Show possession</u>
To show possession of an object, use an apostrophe with an s. For example, *The Soldier's weapon* or *The SGM's banquet.* There are two types of possession highlighted below: joint and individual.

<u>Joint Possession</u>
Example: Have you seen <u>Morgan</u> and <u>Sarah's</u> new house? (Here, the two nouns jointly own the house)

<u>Individual Possession</u>
Example: Smith's and Russell's expectations of basic training couldn't have been more different. (Here, the two nouns individually aligned to their expectations)

If a noun ends in s, put the apostrophe after the s.
Example: Those are the <u>horses'</u> stalls.
This applies to proper nouns as well.
Example: That is MAJ Burns' horse.

<u>To Create Contractions</u>
You make a contraction through combining two words using an apostrophe. For example, *Is Not*, could be contracted using an apostrophe into *Isn't*. Place the apostrophe where the missing letters would have been. Avoid contractions in formal writing.

<u>Misuse in plural nouns:</u> You do not use an apostrophe to simply pluralize a noun.
Example: There are still several Soldiers out on the Land Navigation course.

<u>Misuse in plural numbers:</u> You do not use an apostrophe to pluralize a number.
Example: The Soldier received perfect 6s on their Analytical Scoring Guide.

<u>Common apostrophe mistakes:</u>
Mistake 1: Using an apostrophe with plural nouns that are not possessive.
Example: Some Soldier's (Soldiers) have special parking permits.

Mistake 2: Using an apostrophe with possessive pronouns its, whose, his, her, ours, yours, and theirs.
Example: Each BDE Staff Section has it's (its) own office space. (It's means "it is." This would not make sense even though it is possessive.)

Mistake 3: Do not use an apostrophe to pluralize a number.
Example (Correct): 1980s, or "in the 1980s" (plural)
Example (Correct): a 1980's style PT test (possessive)

7.10.2 Colon

Colon (302-03)
Use the colon to call attention to the words that follow it and for several other situations:

A colon that comes <u>after an independent clause</u> directs attention to the following. Do <u>not</u> use a colon with a <u>dependent</u> clause.

<u>A List</u>
Example: To train for the APFT you conduct the following exercises regularly: one hundred sit-ups, fifty push-ups, and a three-mile run.

<u>An Appositive</u>
Example: I have trouble with two of the five writing skills: analysis and accuracy.

<u>A Quotation</u>
Example: As you face this challenge, consider the words of General Eisenhower: "What counts is not necessarily the size of the dog in the fight – it's the size of the fight in the dog."

Colons are also appropriate to use to show time in hours and minutes, proportions, and between a title and subtitle.

Example: 3:30 p.m. Unfortunately, the ratio of officers to enlisted was 2:1.

Common mistakes with the colon
Mistake 1: Placing a colon between a verb and any words that support it
Example (Incorrect): Some important rules that are in writing papers are**:** accuracy, concision, and active voice.

Mistake 2: Placing a colon between a preposition, or word related to other nouns, and its object(s)
Example (Incorrect): The small TOC only consisted of**:** the S2 SIGACTs board, the battle captain, and the radio operator.

7.10.3 Semicolon

Semicolon (300-02)
Semicolons serve two purposes: to join two independent clauses not otherwise joined with a conjunction and to indicate a pause within a sentence. See below for examples of how to use semicolons appropriately. Incorrect punctuation is in *red*, correct punctuation is in the () marks.

When there are two closely related sentences or independent clauses, you can effectively tie them together by replacing a period with a semicolon if the relation is clear enough without a conjunction (*and, but, or, nor, for, so, yet).*

Example: Army Soldiers can be effective writers; practicing the right way is essential to success.

If there is a coordinating conjunction between the two independent clauses and you remove it, then you must use a semicolon to replace that word. A run-on sentence, known as a **comma splice,** occurs if you only use a comma instead of the semicolon. However, do not overuse the semicolon to fix run-on sentences. Keep it simple.

Example (Comma-splice): The intelligence section needed three days to plan for the Air Assault mission**,** (;) they only had forty-eight hours.

When transition words or phrases link two independent clauses, you should use a semicolon to connect them. Some transitional words include *furthermore* and *meanwhile*. Example transitional phrases include *for example* and *in fact*.

If the transitional phrase or word appears between two independent clauses, you will use a semicolon prior to the transition, and then use a comma afterwards.

Example: Many Soldiers are not confident with their shooting abilities; in fact, the development of confidence on the range takes repetition and time.

Example: Most Soldiers felt successful at shooting through practice and training; SPC Johnson, however, was a natural and did not require practice to feel confident.

Example: CPT Barnes wants to reenlist; his wife, on the other hand, would like him to retire.

Avoid common semicolon mistakes.

1. Do not use a semicolon between a dependent clause and the rest of the sentence. (The punctuation in the parentheses shows the correct usage)

   Example: Unless you indicate the so what of the information presented; (,) briefing the SIGACTs is not sufficient for your commander's needs.

2. No semicolons are necessary for independent clauses otherwise joined by a conjunction (and, but, or, nor, for, so, yet).

   Example: Ten Soldiers had trained with several weapons systems; (,) but only one was familiar with the M240 Machine Gun.

   Example: Neither Soldier had the experience necessary to disarm the IED; (,) nor did the commanding officer, who told them to cease trying.

3. Do not place a semicolon between an appositive and the word to which it refers.

   Example: The Soldier was intimately familiar with the M240B Machine Gun; (,) a belt-fed, open bolt, and gas-operated weapon system.

7.10.4 Comma Usage

Comma usage (287-99): The comma is a punctuation mark that indicates a separation of ideas within the structure of a sentence. Think of it as the natural breath pause when reading aloud.

We will cover the following tips to help you identify where to use a comma correctly:
- Comma usage in clauses
- Words or word groups in a series of three or more items
- Parenthetical expressions or sentence "interrupters"
- Dates, addresses, and degrees
- Direct quotations

1–Clauses

As discussed earlier, a clause can be a part of a sentence or an entire sentence. It is a group of words with its own subject and verb. An independent clause can stand on its own and often ends in a period. A sentence must have at least one independent clause. Unfinished ideas cannot stand alone and are therefore dependent clauses. They depend on more information to make sense. In fact, they depend on an independent clause.

There are two types of conjunctions: coordinating and subordinating.

1. A coordinating conjunction is a transition or linking word that joins two independent clauses. The most common ones are and & but. Use the comma before the coordinating conjunction, as in this example.

   Example: There was not enough to eat on the march, but at least there was plenty of clean water.

2. A subordinating conjunction is a transition word that indicates a time, place, or cause and effect relationship. It ties the extra and less important information to the independent clause. Some common subordinating conjunctions are if, when, because, & although.

   If the sentence starts with a dependent clause, which you will recognize from the subordinating conjunction, put the comma after it, as in this example.

   Example: Because there was not enough to eat, they drank a lot of water.

   "Because there was not enough to eat" is dependent since it does not express a complete thought.

   <u>But remember this important exception</u>! If the dependent clause comes after the independent clause, you do not need the comma, as you see here.

   <u>Ex</u>ample: They drank a lot of water because there was not enough to eat.

<u>Unnecessary Commas:</u> Do not use unnecessary commas.

If compound elements are dependent clauses, there is no need to separate them with a comma.

Example (Incorrect): The intelligence Soldier discovered a pattern of attacks, and applied that knowledge to his analysis before he briefed the commander.

Example (Correct): The intelligence Soldier discovered a pattern of attacks and applied that knowledge to his analysis before he briefed the commander.

The reason you do not use the comma is that the word *and* links the two verbs (*discovered* and *applied*). The comma cuts the subject off from one of the verbs.

2–Words in a series

Lists of items have natural pauses before the first and after the last item. They do not require additional commas.

Example (Incorrect): Other causes of heat stroke are, dehydration, high

temperatures, and excess clothing.

Example (Correct): Other causes of heat stroke are dehydration, high temperatures, and excess clothing.

Use a comma between words or word groups in a series of three or more items.

Example: He is a quiet, analytical, and respected commander.

Sometimes you also need a comma between two adjectives. If you could use the conjunction "and" between the two adjectives and the result still makes sense, add the comma.

Try the test:
He is a quiet "and" analytical commander.
So, use the comma. He is a quiet, analytical commander.

Also use a comma before and after certain introductory words which indicate a list is coming, words such as namely, that is, i.e., and for example, e.g., when they are followed by a series of items.

Avoid using commas if they cause confusion between restrictive or mildly parenthetical elements.

Example (Unclear) Officers, who micromanage everything, can cause dissension within a company.

The modifier is, "*who micromanage everything."* When commas are placed around this modifier it restricts the word "*officers"* suggesting that all officers micromanage everything.

Example (Clearer): Officers who micromanage everything can cause dissension within a company.

3–Parenthetical Expressions or Sentence "Interrupters"

Use two commas when you have an interruption in the sentence, meaning you have a phrase with extra but not essential information for the complete thought. These words or phrases, by the way, can include a person's name. They also include words that introduces a sentence like "Yes, I think so."

This interruption is a parenthetical expression.   Words that may signal a parenthetical expression include who, which, & that.

Example: The barracks, which they built in 1940, are hot in the Arizona summer.

4–Dates, addresses, and degrees

Dates

Use a comma to separate the day of the month from the year. Here is a tip that many people forget. You need to also put a comma after the year when you are writing the month, day, and year.

Example: It was in the Times, the August 18, 2017, edition.

No comma is necessary if you just have the month and year, as you see here.

Example: It was in an August 2017 article.

Addresses

Use a comma to separate the city from the state and have another comma after the state.

Example: He is from Minneapolis, Minnesota, the "Land of 10,000 Lakes."

Use commas between all elements of an address except zip code.

Example: He lived at 5476 Uhland Street, Pittsburg, Pennsylvania 57886.

There is no comma before the zip code. But remember, you do need a comma after the state if no zip code comes after it.

Example: Ft. Huachuca is near Sierra Vista, AZ, a small town surrounded by mountains.

Degrees

When a degree or title comes after a person's name, frame it with commas.

Example: George Doolittle, M.D., is arriving by helicopter.

5–Direct Quotations

Use commas for introducing or interrupting direct quotations.

Example: "Terrorism," he said, "is part of daily life in many places." *Or* He said, "Terrorism is a part of daily life in many places."

Here's a tip. If a quotation is a question, use the question mark inside the quotation marks like the comma, as you will see in the following sentence.

Example: "I can go, can't I?" she asked.

7.10.5 Dashes

Dashes (313-14, 154)
Do not have a space before or after the dash. Use dashes for the following reasons:

1. To highlight important points that you might put into parentheses instead.

   Example: Everything that went wrong–from the negligent discharge to the heat injury–the 1SG blamed on the weather.

2. To prepare the reader for some type of shift or restatement within a sentence:

   Example of restatement or further clarification: Over against the building at the position of attention were the Soldiers who were late for formation – SPC Jones, PFC Right, and that Soldier who arrived yesterday.

   Example of shift in tone: Throughout the village, we saw women and children – suspicious gazes and wayward glances extremely evident on their faces.

   Example of shift in thought: SPC Jones, after preparing and practicing his speech for several weeks, stepped up to the podium to address the attentive audience – and passed out.

7.10.6 Hyphen

Hyphen (320-21)

The hyphens' main purpose is to notify the reader that two or more elements in a sentence link together. Ensure you do not mix up the dash (longer) with the hyphen. Like the dash, there are no spaces around the hyphen, as it is a direct connection between two elements.

Example (Incorrect): 30—35 Soldiers (Dash)
Example (Incorrect): 30 - 35 Soldiers (Space)
Example (Correct): 30-35 Soldiers

Use a hyphen to link the words in a compound adjective.

Example: He spent the afternoon immersed in long-term planning.
Example: He was working on an end-of-year report.

7.10.7 Quotation Marks

Do not use quotation marks for emphasis or for unfamiliar foreign names or words. Instead, italicize these words. If you are using two foreign words, one familiar and one unfamiliar, italicize both for clarity. However, there is no need to italicize foreign words which are in common use or which are proper nouns.

Example: One Tunisian extremist group which has emerged in the last few years is Ansar al-Sharia. (proper noun)

Example: The word *sharia* means "the path." When you are writing about Sharia law,

it is usually capitalized.

Reserve single quotation marks for a quote within a quote.

7.10.8 Punctuation at the End of Quotations

Punctuation at the end of quotations (309-311)

When using a period or a comma in a quotation, place them inside the quotation marks as shown below:

Example: "This is unacceptable," said the BDE S3. "I expect you to always brief the bottom line up front."

However, place colons, semicolons, and other punctuation not originally part of the quote, outside the quotation marks.

Example: MG Jones wrote, "I regret that I am unable to be physically present to recognize this veteran"; however, his letter came with a unit coin.

When it comes to using a question mark or an exclamation point, it will depend on whether the punctuation only applies to the quote itself or to the entire sentence.

Example: The only phrase he could understand was "Run!"

Example (Applies to whole sentence): Have you heard the old saying "Failing to prepare is preparing to fail"?

7.11 Mechanics

Mechanics create clarity by separating full words from numbers, abbreviations, specialized or emphatic words, and jargon.

7.11.1 Numbers

Numbers (296, 328, 320, 330, 305, 328-29)
If a number begins a sentence, spell it out. If the number uses more than two words, (364 to three hundred and sixty-four) then abbreviate it to a figure. If it is two or words or fewer, spell it out. (24 to twenty-four)

Example (Correct): It has been three years since I deployed to Afghanistan.
Example (Incorrect): It has been 3 years since I deployed to Afghanistan.
Example (Correct): It has been 364 days since I deployed to Iraq.
Example (Incorrect): It has been three hundred and sixty-four days since I deployed to Iraq.

There are exceptions to this rule. If the sentence starts with a number, spell it out or re-write the sentence so that the number does not start the sentence. The second exception depends upon your course. If the course prefers you use figures over spelling out the number, follow the course's direction.

Figures are acceptable for dates, addresses, percentages, fractions, decimals, scores, statistics, and other numerical results, such as exact amounts of money.

Number formatting may vary by the intended citation format. Consult the specific format for more specific guidelines (APA or CMS).

7.11.2 Abbreviations

Abbreviations are shortened versions of a longer word. An acronym is a form of abbreviation, an invented word made up of the initial letters or syllables of other words, like NASA or NATO. An initialism is a type of acronym that you do not pronounce as a word but rather letter-by-letter, like FBI or PT. Use Army-approved acronyms. The general rule is to always define the abbreviation or acronym the first time it is used. This will be course dependent.

Example: CPT Johnson went to Physical Training (PT) this morning. He should be back in PT tomorrow.

7.11.3 Italics

Italics (Underlining): *Italics* is a slanting font style used in printed material. Some courses prefer <u>underlining</u>; either is fine for the following situations.
- For titles of works according to Chicago Manual of Style (CMS).
- Names of spacecraft, aircraft, and ships.
- When writing foreign words in an English sentence.

7.11.4 Slang

Slang is language that is unique or specialized within a group. We often see this in the military when people talk about "hitting the sack" (taking a nap) or being considered "squared-away" (being extremely competent and proficient in military bearing). Ensure that you consider whether or not slang is appropriate for the audience. Avoid slang terms if possible when writing professional academic essays unless you need it to illustrate a point.

7.12 Factual Accuracy

The most important portion of the accuracy grade is at the instructors' discretion; as the subject-matter-experts in the field and primary assessors, the USAICoE Writing Program defers to their judgment.

For assignments involving research requirements, mistakes in citation and inadvertent plagiarism will count against the student's final grade. For more on how to cite papers properly, consult the chapter titled, "Integrating Sources and Avoiding Plagiarism," and the chapter titled, "Chicago Manual of Style (CMS) and 'Turabian Style.'"

7.13 Rubric Excerpt: Accuracy

Below is an excerpt from the USAICoE Writing Standard Rubric. The columns identify the capabilities required to achieve standard levels.

USAICoE Criteria	6 - Superior	5 - Proficient	4 – Competent	3 – Developing	2 – Under-developed	1 – Insufficient
Accuracy: Reducing Reader Distractions	Uses standard written English with correct spelling, punctuation, grammar, mechanics, formatting, and citations without visible mistakes.	Uses standard written English with no individual errors; one pattern (2-3 similar errors) identified.	Uses standard written English with few individual errors in any area; two patterns (2-3 similar errors per pattern) identified.	Deviates from standard written English, formatting, or citations occasionally; three patterns (2-3 similar errors per pattern) identified.	Shows multiple, repetitive errors in using standard written English, formatting, or citations; four patterns (2-3 similar errors per pattern) Identified.	Shows multiple, repetitive errors in using standard written English, formatting, or citations; five or more patterns (2-3 similar errors per pattern) Identified.
				Instructor Discretion: Serious errors in formatting or citation may result in an automatic 2, 1, or 0. Consult assignment requirements and policies.		

Excerpt of the Accuracy criteria from the USAICoE Analytical Rubric

Count the number of errors **by patterns**, not instances. For example, misusing commas ten times still counts as a single error.

7.14 Tips for Revision and Assessment

Students
1. Focus on major issues before tackling accuracy problems. Missing the assignment's Purpose is more serious than a comma splice; save Accuracy features for the final draft.
2. Students most frequently lose points for citation and formatting; review research requirements and record sources at the start of the assignment to avoid last-minute changes to citations.

Instructors
1. Instructors should use discretion when rating serious formatting or citation issues. Mistakes that call a student's academic/professional integrity into question may require scores in the 2-0 range regardless of other accuracy issues.
2. While grading, save accuracy features for last.

8. Coherence in Writing

Coherence establishes the degree of coordination within the document. A highly coherent document will avoid **tangents**, **dropped quotes**, and **awkward shifts**.

A "dropped quote" contains little or no explanation. For a reader, this will appear to be a random insertion unless the author indicates the importance of the information to the argument.

There are several techniques available to promote coherence. **Forecasting** (telling the reader the organizational structure in advance), **transitions statements, signal phrases** before quotes, and consistent **key words**. A coherent paper maintains the reader's interest and focus by making purposeful connections between introductory information and new information introduced later.

Overview of Coherence

Sources: *Communicating with Intelligence, A Writer's Reference*

Behavioral Anchor: Number and frequency of transition statement, signal phrases, and key words

Overview:
- Coherence links all areas of the paper together
- Creating coherence focuses the argument for the reader
- Use transition statements, signal phrases, and key words/concepts to develop ideas

What to Expect: Instructors may count the number of coherence factors present in the document (or lack thereof). Alternately, they may count the number of awkward shifts or tangents present in the document.

8.1 Forecasting

Forecasting introduces the reader to the document's structure and organizing principle.

8.1.1 Types of Forecasting

There are two main organizing principles:
1. Diachronic structure (time)
2. Synchronic structure (theme)

Diachronic structure relates information in a sequence, such as an order of operations, a step-by-step procedure, or a list of events.

In synchronic structure, the author organizes information by priority. For example, rather than detail the events leading up to a toxic spill, the author might state the greatest to least dangerous impacts to the surrounding populace.

In general, technical and report writing rely on diachronic structure, while arguments and persuasion rely on synchronic structure.

8.1.2 General Techniques

Regardless of structure, there are several basic ways of forecasting:
1. Numbering

Example: "There are *three critical hazards* we need to avoid…"

2. Building the BLUF:

   Diachronic example
   Example: "The tragedy occurred because of a sequence of disastrous events…"

   Effect: The author/writer should report only the relevant, disastrous events in the order they occurred.

   Synchronic example
   Example: "While there were many mistakes, what matters is the *impact to the civilian population*.

   Effect: The author/writer should organize the relevant mistakes by greatest to least impact to the civilian population.

3. Establishing a pattern: Use a summary of the whole argument in the conclusion.

8.2 Transition Statements

Common Transition Starters	
As a results	Therefore
Due to this	However
Which is why	Thus
In addition to this	Furthermore,
Considering	Next
Finally	To sum up,

A **transition statement** is a phrase or claim that refers to an earlier point in the text before further developing that point or forecasting a new argument. The first part of a transition statement typically restates a condensed version of the important point followed by the new claim.

Example of a leading transition (claim): "*Based on recent activity*, it is difficult to determine who the terrorist group's hard target is."
Supporting sentence 1: "The appearance in Echo appears to be a diversion..."
Supporting sentence 2: "Movements near LZ Fox were offset by our troops moving in the area..."
Supporting sentence 3: "During third watch, enemy combatants likely saw us move assets out of their range…"
Concluding sentences: "Based on the appearances in Echo, movements in LZ Fox,

and our near-miss during third watch, Intel believes that we have successfully diverted their attention away from critical targets."

8.3   Signal Phrases (for Coherence)

Signal phrases are powerful tools for creating transitions of thought in writing. As a matter of coherence, this section will cover signal phrases that transition between ideas. In the chapter, "Integrating Sources and Avoiding Plagiarism," there are several sections showing how to use signal phrases for integrating quotations and transitioning from your words to the words of a source.

Below is a modified table from the work of Mark Pennington, a reading specialist with tips on how to transition between ideas in writing. When transitioning thoughts, he recommends that writers use transition words.

Mark Pennington, "Ten Tips to Improving Writing Coherency," Pennington Publishing Blog, Pennington Publishing, accessed March 04, 2016, http://blog.penningtonpublishing.com/grammar_ mechanics/ten-tips-to- improving-writing-coherency/

What you need to signal	Example Transitions
Definition	refers to, in other words, consists of, is equal to, means
Example	for example, for instance, such as, is like, including, to illustrate
Addition	also, another, in addition, furthermore, moreover
Sequence	first, second, later, next, before, for one, for another, previously, then, finally, following, since, now
Analysis	consider, this means, examine, look at
Comparison	similarly, in the same way, just like, likewise, in comparison
Contrast	in contrast, on the other hand, however, whereas, but, yet, nevertheless, instead, as opposed to, otherwise, on the contrary, regardless
Cause-Effect	because, for, therefore, hence, as a result, consequently, due to, thus, so, this led to
Conclusion	in conclusion, to conclude, as one can see, as a result, in summary, for these reasons

Consider the following contrasting examples:

Example 1 (No signal phrases): Strategy and tactics are two different things. Strategy is about "big picture" thinking and tactics is "doing." It is like the difference between knowing where to go on your bicycle and knowing how to pedal once you are on it.

Example 2 (using signal phrases for *definition, example, contrast* and *analysis*): In other words, strategy and tactics are two different things. To illustrate, strategy is about "big picture" thinking whereas tactics is "doing." It is like the difference between knowing where to go on your bicycle and knowing how to pedal once you are on it.

8.4   Key Words

Example of a transition between paragraphs: repeating key words and concepts

Example transition: "Based on the appearances in Echo, movements in LZ Fox, and

our near-miss during third watch, Intel believes that we have successfully diverted their attention *away from critical targets*."

New paragraph: "However, while *our critical targets* may be safe for the time being, our next step should be to anticipate which secondary targets will become the priority as they grow more desperate for a success."

9. Using Description

The goal of description is to create an impression on the reader.

Description Sources: *A Writer's Reference, Pocket Style Manual,* 7th ed.

Overview:
- Description creates an impression of the topic for the reader's understanding
- Quality description relies on thoroughness and specificity
- Use sensory, procedural, perceptive language and/or jargon to create vivid descriptions

What to Expect: Instructors watch for two features: the number of relevant features described and a varied, specific vocabulary in presentation.

Sensory details and perceptions

There are two main approaches to description. First, the author can focus on the object's main features using **sensory details**, such as visual appearance, physical composition, or specific weight. When explaining ideas, description can also employ **perceptions**. To describe "honor," for example, an author might relay feelings of pride or accomplishment.

Procedural approach

The second main approach to description is **procedural**. When describing a concept like "democracy," the author could use an example to explain the key concept. The example of voting illustrates the concept and helps the reader imagine it in action.

Besides these two main approaches, authors may find it helpful to incorporate professional **jargon** into their sentences; *in small doses*, members of the same profession or an audience familiar with the term can grasp the idea more quickly than by spelling it out.

Instructors consider description *thorough* when it covers all the essential features of the object, idea, or process. To determine an object's essential features, start with the basic features that it holds in common with similar objects, and then identify the

unique features that set it apart. For example, there are many statues in the United States, but only one *Statue of Liberty*. The essential features of this female figure—namely its height, green coloring, the statue's right hand extended in the air holding a torch, the statue's left hand holding a tablet with the date of American independence, and its location in New York City—separate it from other famous sculptures.

Clear description usually means using the most specific words possible in each category: sensory, perceptive, or procedural. As with other writing features, clarity is a matter of being specific without exhausting the reader with too much detail.

9.1   Practice

Which description of the USS *Midway* is more thorough? Which is clearer?

Description A: The USS *Midway* is a former U.S. ship docked in San Diego. The boat is huge, easily able to carry a thousand people. It's a museum now, and people go there all the time. I think it's awesome.

Description B: The USS *Midway* is a decommissioned U.S. aircraft carrier harbored in San Diego, CA. With a total length of approximately 975', the carrier once held a crew complement of 4,100 officers and men, with enough space to house 65 aircraft at the time of its retirement. The museum has over one million visitors annually and hosts over 700 events per year, both public and private. Considering the volume of visitors and events, the *Midway* is still a valuable piece of American history.

"USS Midway by the Numbers" Midway.org, accessed March 17, 2017, https://www.midway.org/wp-content/uploads/2018/01/Midway_By_the_Numbers_2018.pdf

McGaugh, Scott and Vanessa Ruiz, "USS Midway Museum: Museum Fact Sheet," Midway Museum, November 15, 2013, http://www.midway.org/files/Fact-Sheet-USS-Midway.pdf

Clearly, *Description B* has better details. Here's why:

Description A	Description B	Type of Description	Explanation
The USS *Midway* is a former	The USS *Midway* is a **decommissioned**	Procedural	"Former" describes a status whereas "decommissioned" indicates a specific military process: going from active duty to inactive.
U.S. ship	U.S. **aircraft carrier**	Jargon, Sensory	"Ship" is a vague term used to describe almost every sea-going vessel; however, "aircraft carrier" isolates a specific kind of ship, its function in the U.S. Navy, and recalls a unique mental silhouette.
docked in San Diego	harbored in San Diego, CA.	Procedural	"Docked" is less specific than "harbored." "Docked" usually means temporarily tied up in order to unload crew and cargo, whereas "harbored" means sheltered.
The boat is huge	With **a total length of approximately 975'**	Sensory	By describing the length, the second version creates a visual impression.
easily able to carry […] people	the carrier once held a **crew complement**	Jargon	While Description A is accurate, it's less accurate than Description B where the author uses appropriate jargon ("crew complement" and "officers") to specify which people were on the carrier
easily able to carry a thousand people	of **4,100 officers and men**, with **enough space to house 65 aircraft** at the time of its retirement	Sensory, Jargon	Again, using specific numbers helps the reader to visualize the exact numbers involved, lending accuracy to the description
It's a museum now, and people go there all the time	The museum has **over one million visitors annually and hosts over 700 events per year**, both public and private	Sensory, Procedural	The annual number of visitors and events helps with creating an image of the *Midway*'s activities but notice that the author also swaps out the verb "go" for "hosts," which is a more active procedural verb.
I think it's awesome.	the *Midway* is still a **valuable** piece of American history	Perceptive	Perception can be useful if it incorporates some analysis. In this case, Description A uses a subjective assessment about what the author thinks and a vague noun (awesome) to describe the author's feelings from being at the USS *Midway*. On the other hand, Description B – after listing the specifics of the aircraft carrier's impressive qualifications – describes the museum as valuable, indicating its clear financial value but also its value in American history.

Examples of descriptive language sorted by type

9.2 Analogies, Metaphors, and Similes

Analogies, Metaphors, and Similes

Analogies, metaphors, and similes provide another set of options for authors trying to convey a complicated point. While less common in formal and technical writing, they can be a powerful tool for comparing unknown ideas with more familiar ones for the reader/audience. In each case, they operate on the same principles of description identified earlier. If the essential features of the compared objects share more in common than not, they can creatively convey emotional reactions.

Example (failed analogy): The decommissioned USS *Midway* sat in the ocean like a used piece of soap.

Why this doesn't work: While the carrier and soap both float, the rest of the analogy breaks down. A used piece of soap is something to throw away and does not convey what the author wants to say about the magnitude and importance of the USS Midway.

Example (better analogy): During the battle of Leyte Gulf, the USS *Midway* fought off a concentrated air strike by the Japanese forces. The *Midway* was like a cornered bear, fighting ferociously while getting jabbed with air strikes until it was hit in a vital spot.

Why this is better: The comparisons have some imagery in common: a large, tough, and powerful defender facing smaller, weaker, but persistent attackers on all sides. Similarly, like bringing down the bear, the aircraft carrier was not defeated until a relatively small attack hit a vital spot already weakened by the other attacks.

Remember: the closer the analogy the less "poetic" it will seem to the reader. Comparing the battle of the 300 Spartans at Thermopylae to the Alamo is a lot closer than comparing the 300 Spartans' battle to a hockey championship.

10. Conducting Research for Writing

A common misconception when instructors ask students to "conduct research" is this simply means *finding* resources. However, this is only one part of the research process. Prior to searching, students should consider the scope of the problem they are addressing, which sources are appropriate to answer the question, and how thoroughly they will need to study the topic to establish their expertise.

It is helpful to think of research as a process with multiple steps:

1. **Inquiry:** Asking the right questions, developing the parameters of the search, and determining what success looks like.
2. **Investigation:** Finding the answers to the questions, digging through available resources, and pursuing every possibility.
3. **Evaluation:** Verifying the answers for their accuracy, credibility, and value in solving your problem.
4. **Repetition:** The word "research" means both the initial search and "to search again" because it's a *recursive* (repetitive) process.

Breakdown of Critical Skill: Research

Sources*:* CGSC ST 22-2, Department of the Army (DA) Pamphlet (PAM) 25-40, James Major's *Communicating with Intelligence*

Behavioral Anchors: Number and quality of research sources, relevance, and accuracy in integrating them within the body of the paper

Overview:
- Research involves an investigation with a specific scope
- Authors must evaluate sources to determine their accuracy, reliability, and relevance
- Integrating sources into the argument is a powerful way to defend key points

What to Expect: Instructors will check your sources to ensure that the paper meets any minimum/maximum research requirements and/or check to see that all sources are relevant and presented fairly.

After completing the research, writers use another set of skills to incorporate their findings into useful arguments, including **integrating and citing sources** into a body of text to prevent plagiarism (misrepresentation or theft of intellectual property). Please see the chapters titled, "Integrating Sources and Avoiding Plagiarism," as well as "CMS/Turabian Style," for more information on how to use research sources and cite them within an academic argument.

10.1 The Research Process

Research frequently works best with the final product—whether written or briefed—in mind. Inquiry may be the most important step in the research process because it helps the researcher scope the project appropriately. If the topic is too broad, the research results will be overwhelming, whereas an overly specific topic will appear to have no available information at all.

10.1.1 Inquiry

To begin, writing a clear, focused **research question** will help set the parameters of the investigation. **A well- crafted research question should include a specific subject, active verb, and assertive predicate**. If developed appropriately, the elements of the research question can eventually work as search terms within an academic search and narrow down the options for an eventual thesis. This question should relate directly to the requirements outlined on your assignment and/or rubric. Below are several examples of research questions that exhibit common problems. In general, because a research question should help to specify an issue, clarify the points of interest, and remain objective, the most common problems come from being too broad, vague, or pointed. Below is a chart demonstrating the three most common problems.

Original Research Question	Problem Type	Further Questions	Revised Research Question
Can the United States repel terrorists domestically?	Too Broad	• The entire United States or one region? • What kind of terrorists? • What does domestic defense involve as opposed to international?	What is the best strategy for repelling a chemical weapon attack by terrorists in a major metropolitan area?
Could a country defend against attackers armed with powerful weapons?	Too Vague	• Which country or countries apply here? • What kind of attackers? • What "powerful weapons" apply here (i.e., chemical, biological, nuclear)?	How might the United States go about defending against a lone terrorist with a smuggled dirty bomb?
When will the rest of the world recognize U.S. military dominance?	Too Pointed	• During what time or era? • In what area of military force? • What is the importance of this recognition?	To what degree is the United States better prepared for space and orbital defense than other nations with space flight capability?

This table shows the process of refining a broad, vague, or pointed research question to narrow the scope and remain neutral while conducting research.

Note that in the case of being *Too Broad* or *Too Vague*, the initial research question will yield too many sources to effectively address the issue, and it ultimately narrows the argument to a simplistic "yes, we can," or "no, we can't," when the issue is much more complex. The *Too Pointed* variation refuses to acknowledge the very existence of alternate or more complicated points of view.

Additionally, the revised research questions help to specify the argument using key words that will become the search terms:

Key Words for Possible Search Terms: Strategy, strategies, defense, repelling, chemical weapon, attack, defense, major metropolitan area.

This will narrow down the topic to two main topics: prevention and response.

Marissa M. Juarez, Jacob Witt, and Jennifer Haley-Brown, eds., A Student's Guide to First-Year

10.1.2 Investigation

Conducting thorough research requires investigation, a systematic method used to discover information on any given subject matter. Different investigations require different methodologies for research, but one aspect remains the same: the investigator (researcher) must pursue each element of the subject. Each investigation begins with the questions who, what, where, when, why, and how.

Question	Criminal/ Legal	Medical	Military Intelligence	Academic
Who?	Perpetrator	Disease	Insurgents	Famous book
What?	Homicide	Infection	Attack	Experience
Where?	Location of incident	Body parts affected	Location of future incident	Setting of book
When?	Time of day	Duration of illness	Anticipated timeline	Duration of plot, key moments
Why?	Motivation	Exposure, virulence	Ideology, vulnerability	Enrichment
How?	Murder weapon	Treatment plan	Armament, means	Literary technique

The same investigative questions yield different answers depending on the subject matter. However, the basic technique remains the same, regardless of the profession.

The above table illustrates how different professions go about the same process of investigation. In each case, the subject matter is still too broad. By repeating the same refining process illustrated earlier for a research question, the author finds focus. For example, in looking at the "Who?" category under "Military Intelligence," an investigator could repeat the questions again to discover how many insurgents are involved, where they originate, their exact motivations or histories, and their appearance. Notice how each profession communicates with the reader through appropriate word choice. Writers who communicate intentionally are usually more effective at delivering their message.

The table below shows how to break down subject elements with additional research questions. This illustrates how research becomes a recursive process.

Question	Further Questions: Military Intelligence	Further Questions: Academic
Who?	Insurgents: • Who are they? • How many are there? • What do they want? • Who might be helping them? • Who are our local allies?	Famous book: • Who wrote it? • Who is the target audience? • Who else has read it? • Who endorses it?
What?	Attack: • What kind of attack? • What kind of weaponry? • Against what targets?	Experience: • What are the key plot points? • What are the author's signature techniques? • What are the major themes?
Where?	Location of future incident: • Where will they make the attempt? • Where will our forces be? • Is there strategic value to this location? • What kind of targets commonly associate with this location?	Setting of book: • Where does it take place? • Where are the characters coming from or going to? • How do these locations affect the characters?
When?	Anticipated timeline: • When will they start? • Will they be onsite? • Will they affect an escape? • What will take place during this time?	Duration of plot, key moments: • When do the various plot points take place? • Which significant events are the longest? • What key events happen prior to the start of the book? Are any implied after?
Why?	Ideology: • What are their objectives? • How does this increase their influence/power in the area? • Who benefits from their actions? • Have they done/attempted this before? What was the outcome?	Enrichment: • What is the "meaning of life" in this book? How do people find meaning? • How do readers grow, personally, by reading this book? • Which moments are the most impactful?
How?	Armament, means: • Do they already possess the means? • If so, what do they have? • Do they need additional resources? • If so, from who? • How will they respond to___? • How will this exchange impact the region?	Literary technique: • Which techniques does the author use to generate emotional effects? • What key language or themes impact the reader at critical moments? • How does the author distinguish setting and background from important action?

Conducting Academic Research

Some courses in USAICoE will require research into academic topics, such as military and world history, current events, political and social movements, psychology, sociology, economics, and regional politics. Generally, this will require some access to secondary sources within the field or appropriate reference material. Given the amount of knowledge and resources available to a student, providing specific guidance about pursuing a research topic is beyond the scope of this handbook; however, below are some tips to get started on research.

10.1.3 Library Resources

While it may be tempting to begin a research project online due to the sheer volume of research available on the internet, having a conversation with a librarian may be more useful. Advantages to consulting librarians include:

- Help in narrowing a research project appropriate for the assignment
- Full knowledge and expertise in local inventory within the library
- Awareness of interlibrary loan and subscriptions for materials outside the library
- Expertise in internet research, as well as ability to validate the reliability of sources
- Institutional visibility and connection to academic assistance programs for students who are struggling
- Expertise in study habits, research methods, and note taking systems
- Access to computer labs, microfilm, microfiche, film, DVD, and electronic media

In short, a collaboration with a Librarian at the start of a project is more likely to save time and energy.

Second to contacting a librarian, consulting a professional research guide or database is a solid initial step in the research process, particularly if students already know the topic for their research project or have narrowed down their research question.

Locally, librarians at the CW2 Christopher G. Nason MI Library at Ft. Huachuca (or Nason Library, for short) have created a professional **research guide** for USAICoE students. It will be extremely useful to access their pre-made research materials as a springboard for your own project. Their research guide covers frequently assigned topics of interest, such as terrorist and insurgent groups, political and military history, weapon platforms, trafficking, cyber, and more. Students can find their guide here: http://intellibrary.libguides.com/home.

As a second option, use a professional/academic database, an online warehouse for periodicals, academic journal articles, and unpublished scholarly work (such as dissertations and theses). Databases have an added advantage in that they're often searchable using advanced options, allowing students to search more specifically by

year, keyword, author, subject, or title, if known.

The MI Library has several subscriptions to military databases.

Searching Professional/Academic Databases

Professional and academic databases use operating software like the major public search engines *Google, Bing,* or *Yahoo*, except that they exclusively search their own libraries of data, rather than the entire internet.

Searching by author, year, or publication type

Adjusting the Author, Year, or Publication Type is the first way to make major adjustments to a database search.

Author: Adjusting this search term limits the results to a specific author or texts citing that author as a source.

TIP: This is useful after an initial browse of the topic. Once the research turns up an expert on the material, it helps to investigate that author's other works for additional depth and direction of inquiry.

Year: This adjustment sets a range of time for the results. For example, setting the results from 2001-2014 will exclude other possibilities.

TIP: When selecting sources for research, remember to use the publication types to their best advantages. Journal articles will be the longest and most complicated but the most authoritative and accurate of the options. Newspapers will appear more frequently and are good for getting recent news but often do not have as much substance or commentary as magazines or books.

Using Boolean logic

The advanced search, using Boolean Logic, or the use of the connectors "and," "or," and "not," allows the user more control over the search. Using "or" will provide results for both categories and is the most inclusive, using "not" will eliminate both the other term and any overlap, and using "and" will provide the narrowest search, finding information that includes only both terms.

Below are screen shots from a search using EBSCOHost, one of the more popular academic databases through AKO. Note the number of search results for each:

USING "OR" (GUNS OR GERMS OR STEEL)

Screenshot from EBSCOhost showing a search with keywords "Guns," "Germs," and "Steel" with Boolean query of "OR."

USING "NOT" (GUNS NOT GERMS NOT STEEL)

Screenshot from EBSCOhost showing a search with keywords "Guns," "Germs," and "Steel" with Boolean query of "NOT."

USING "AND" (GUNS AND GERMS AND STEEL)

Screenshot from EBSCOhost showing a search with keywords "Guns," "Germs," and "Steel" with Boolean query of "AND."

Using a well-crafted research question combined with the key terms and Boolean logic will help you narrow your scope. Consider this research question from earlier, now with the key words underlined:

"What is the best <u>strategy</u> for <u>repelling</u> a <u>chemical weapon attack</u> by <u>terrorists</u> in a <u>major metropolitan area</u>?"

By pulling out the key nouns and verbs, the research question becomes a filter to begin the research query, for example:

Repelling AND chemical weapon AND major metropolitan area

Strategy AND repelling AND chemical weapon

For even more narrow searches, consider using the terms in combination to eliminate possible false leads:

Repelling AND chemical weapon **NOT** nuclear weapon

Using the terms in combination will help to narrow or expand the research as necessary.

As a final technique, many professional/academic databases and even general search engines allow for wildcard searching. Using an asterisk (*) at the end of a root term will allow users to search for every word created by that root. For example, searching for "Gun*" will pull:

Gun, Guns, Gunman, Gunsmith, Gunshot

Note that like some of the search terms, this will increase the number of overall results; however, by choosing the root word carefully, many of the results will share the same common topic.

General Internet Searching

Using internet search engines such as *Google, Bing,* or *Yahoo* will frequently bring millions of hits from around the web. Use them only once the project has already established a narrow focus, specific search terms, and a need for broad, public research. *Google Scholar* is another option provided by *Google* to help narrow a public search to only credible, thoroughly researched materials, but users should still evaluate the strength of any sources that it produces.

TIP: Only use sources with verification, and **NEVER** rely on a public source like Wikipedia. You might be able to find secondary sources through it, but anyone can edit Wikipedia at any time. There is no way to vet the author or the information you

find there. Public sources often work best when research calls for widely established principles or knowledge, information from the public domain (such as government documents or policies), and recent news.

10.1.4 Evaluation (Evaluating the Strength of Sources)

Researchers must always evaluate the strength of their search results. This is a critical step in narrowing down the options to only the most useful sources available.

There are three main tests for evaluating the strength of research results: **Recency, Primacy, Credibility** (which includes Accuracy), and **Relevance**. The optimal balance for researchers is the intersection of all four categories, where the information is recent, direct from the source, credible, and highly relevant to the situation.

For MI professionals, field research cannot control or always utilize all four categories. For example, a source may have recent information highly relevant to your unit which comes from direct observation, but the source may have given faulty intelligence in the past. The primary job of the research then, is to filter this information using good judgment to determine the sources' importance to the document.
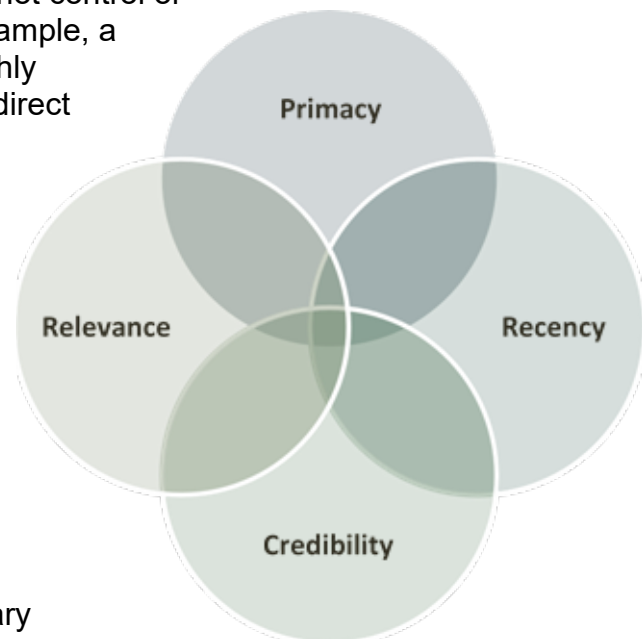
Primacy
Primacy is the research criterion that asks, "How close to the source of information is the work?" At times, your instructors may require you to work with primary, secondary, tertiary, or quaternary sources.

In general, researchers want to be as close to the original source of information as possible because the more times a piece of information changes hands, the more separated it becomes from the original context. Additionally, passing information through multiple mediums creates a higher risk of losing the meaning.

Examples of primary sources include:
- Raw intelligence
- Physical/scientific observations
- Eyewitness testimony
- Interviews
- Experimental data
- Physical evidence

Examples of secondary sources include:
- Intelligence reports
- Scientific results
- News articles
- Case studies
- Professional/Academic (Peer- Reviewed) Journal Articles
- Magazine articles
- After-Action Reports

Examples of tertiary sources include:
- Intelligence studies
- Textbooks
- Memoirs and biographies (when describing actions observed in others, not firsthand accounts)
- Academic books

Examples of quaternary sources include:
- Defense Intelligence Estimates
- Congressional reports
- Literature review (a historical presentation on a topic containing all relevant works)

Most thorough documents and reports contain a mixture of data from all levels. For example, a well-crafted magazine article will likely have primary source data (for example, an interview with a current movie star), secondary source data (quotes by that star from earlier publications), tertiary source data (for example, an excerpt from a colleague of that star's best-selling memoir) and quaternary source data (a courtroom transcript where the star testified to using drugs and going into rehab).

Recency

Recency addresses if the information is new or recent.

For most professional research, using newer information is generally better than working with older information. This is not an absolute rule, however. Some older texts still have insight into modern problems. For example, in recent history both business and military leaders have rediscovered the value of Sun Tzu's *The Art of War*. As a result, researchers cannot rely on the category of recency alone to determine the value of a text.

Ask yourself whether the text is foundational, which is generally the most significant text in a field of study, or the root text from which others derive their theories. For example, Charles Darwin's *On the Origin of the Species,* despite its publication date*, is the foundational text for the theory of Evolution and frequently cited as the most influential source on the topic.

Student researchers can tell if a text is foundational by using these questions:
1. Do recent sources refer to this material as a matter of assumption or obligation?
2. Are the theories and ideas so prevalent that they now go unquestioned?

3. Would it be difficult to write about the topic without at least mentioning this text or theory?

Is the text transitional or developmental? Transitional or developmental texts are key "turning points" to existing theories or practices. They may represent a new way of thinking or a "revolutionizing" new approach to old methods.

Does the text add or build upon the existing knowledge and practices? Most new information published about a topic builds on existing information in increments and provides a starting point for other research teams with related objectives.

Credibility and relevancy

When evaluating a source, the writer should address credibility and relevancy together. A source's credibility can rely on several factors, including accuracy (factual), reliability (reputation), and bias. As mentioned in the Accuracy section, authors lose credibility when their facts are wrong or when they use incorrect grammar, punctuation, and spelling. The same is true of sources found in the library or in the field, as inaccurate presentation will negate believability. A source is reliable if the reader can assume it presents high-quality information consistently; the more frequently a source changes the quality or accuracy of information, the more unreliable the source becomes.

Bias and Credibility

All authors have biases; however, researchers mitigate this risk by relying on professionalism and thoroughness.

Because research usually fuels an argument, readers should expect authors to be strong advocates of their own viewpoints.

Tips:
- Rely heavily on sources with proven professionalism or a process to vet the information. The more intense the scrutiny before publication, the more thoroughly vetted the information.
- Corroborate evidence whenever possible. If multiple sources agree, their collective credibility rises.
- Analyze raw data as part of your own work. Your insights into the data may be just as useful as your source's.

All authors have biases that affect their work. The goal of professional research is to mitigate the impact of bias on the argument. Biases only become a problem when the author does any of the following:

- Excludes important, relevant information to protect the argument or viewpoint
- Dismisses credible information to favor one viewpoint over others
- Misrepresents another author's original idea or attempts to change the meaning of the information against the author's intent

Relevancy addresses the importance of this work compared to others like it.

Rating Credibility and Relevancy

Students should focus on evaluating the strength of a source by looking for sources that are both *highly credible* and *highly relevant* at the same time. As a general concept, when Human Intelligence (HUMINT) professionals search for information to develop intelligence, they use a rating system of A-F to gauge reliability and 1-6 to determine the accuracy of the intelligence.

RELIABILITY		ACCURACY	
A	Completely reliable	1	Confirmed by other sources
B	Usually reliable	2	Probably true
C	Fairly reliable	3	Possibly true
D	Not usually reliable	4	Doubtful
E	Unreliable	5	Improbable
F	Cannot determine reliability	6	Cannot determine truth

Adapted HUMINT rating system for estimating the reliability and accuracy of raw information from sources.

Research is a recursive process; it may expose the need for further investigation. Scope creep happens when the researcher does not know when to stop.

To keep scope creep from occurring, writers need to ask the following questions:

- Have I answered my research question fully?
- Are there any additional areas or elements of the subject matter that I need to pursue?
- Do I have enough data, sources, or information to support an argument?
- Have I met the requirements of the assignment?
- Will my target audience need more than what I have so far?

Sometimes the researcher will need to use the "unanswered" questions for the subject of the conclusion of a longer paper or a discussion point for a report.

10.2 Rubric Sample: Research

USAICoE Criteria	6-Superior	5-Proficient	4-Competent	3-Developing	2-Underdeveloped	1-Insufficient
Research: Demonstrates Professional Investigation	Exceeds the minimum research requirements; fully integrates all sources; sources are highly relevant and/or credible.	Meets or exceeds the minimum research requirements; fully integrates all sources; sources are relevant and/or credible.	Meets the minimum research requirements; fully integrates all sources; sources are credible, though only moderately relevant.	Meets the minimum research requirement, but may rely heavily on a single strong source; sources are generally credible and/or relevant.	May fall below the minimum research requirement because a source is not relevant or credible; 1-2 sources may not integrate into the text (for example, dropped quote); sources are only moderately credible and relevant.	Falls below the minimum research requirement due to shortage of sources OR 3 or more sources not fully integrated into the document; sources may lack credibility or relevance.

Sample of criteria for Analytic Reasoning if added to the USAICoE Standard Rubric. It is not on current rubric.

10.3 Tips for Revision and Assessment

Instructors should set a benchmark for the research requirement in advance of the assignment. Students who wish to excel should seek to exceed the minimum research requirement as their work progresses to create a more thorough document. Because the research requirement is assignment-specific, cadre must determine what number of sources—and of what type (primary, secondary, tertiary, and so on)—are appropriate for the learning objectives.

Note that all "Go" categories (4-6) require students to integrate all sources. 3-Developing is the first category that identifies problems using all identified sources and waning relevance or credibility. Reserve 2-Underdeveloped and 1-Insufficient only for students struggling to meet the research requirement, integrate sources, or for students who have weak research results.

11.   Integrating Sources and Avoiding Plagiarism

After completing the research, authors must consider how to best integrate their sources into their text. This chapter covers some basic techniques for integrating sources and the principles behind avoiding **plagiarism**.

11.1 Diagnostic Questions

Below are some diagnostic questions to ask prior to integrating sources. Even without a detailed knowledge of the laws governing plagiarism, anyone can avoid the penalties associated with it by adhering to a few basic guidelines.

Integrating Sources and Avoiding Plagiarism

Sources: Diana Hacker and Nancy Sommer's, A *Pocket Style Manual,* 7th ed.; *Chicago Manual of Style,* 14th ed.; Kate Turabian's *A Manual for Writers*

Overview:
- The best way to avoid plagiarism is to understand how to integrate and cite sources.
- Plagiarism is the purposeful *or accidental* misrepresentation of someone else's work as your own.
- Ask yourself diagnostic questions during the writing and revising process to help avoid problems.

What to Expect: Readers expect that the author's work is original, except for parts indicated as coming from another source. Readers will be suspicious of any content that seems inconsistent with the work.

When should I consider integrating sources?

Integrating sources is necessary whenever the author introduces any non-original ideas, especially if it comes from copyrighted, published, or trademarked material. Even without the formal protection of publication, original work can *still* carry informal protections that safeguards the author or creator.

Who does this work belong to? Is this intellectual property?

Intellectual property laws can be complex. Ask the following:

1. Does the work belong to me or does it belong to someone else?

   Because original works are the output of intellectual labor, they qualify as intellectual property. Whomever made them, owns them, and has the right to profit from their sale or trade.

2. Could someone earn money (or credit, recognition, reward, esteem, etc.) based on this material?

   Even without the formal protection of publication, original work can still carry informal protections that safeguard the author.

   In a classroom or workplace, using a peer or colleague's work without permission could have the same impact because it is their original work, and it can carry informal protections.

3. If I use this material, could someone hypothetically seek legal action against me for reproducing it?

> In professional (workplace) environments, this includes stealing ideas from coworkers and introducing them as your own for promotion or reward.

> In classrooms, this includes copying another student's work to boost grades.

> In both cases, the best answer is to seek permission to use the material and cite the source only after receiving confirmation.

Where and how will I use this source?

1. Where will I "publish" this material?

> There's a big difference between writing a research paper for a class where the only readers will be peers and an instructor versus <u>posting it on the internet.</u>

2. Am I using this for strictly educational purposes?

> According to the Technology and Copyright Harmonization (TEACH) Act, academic environments have general permission to use copyrighted, trademarked, and published material within limits provided the use is educational.

> For a broad reference on the TEACH Act and resources on how it applies, click the following link for access to its entry on Copyright Clearance Center: https://www.copyright.com/wp-content/uploads/2015/04/CR-Teach-Act.pdf

3. Am I profiting from using this material, even for educational purposes?

4. Could someone else lose money or credit because I'm using this material?

> As mentioned earlier, endangering another person's ability to make money or receive credit for work is a red flag that a source needs a citation.

> This also applies for most movies, TV shows, and public videos (for example, YouTube, Vimeo, etc.)

5. Am I generating an original work or reproducing someone else's?

6. Will I charge people money for this work?

7. Is this an original work or a reproduction?

8. How freely available is the work?

Technology, Education and Copyright Harmonization Act of 2002, Public Law 107-273, US Government Printing Office 116 Stat. 1910 §13301, November 2, 2002, accessed March 3, 2016, https://www.gpo.gov/fdsys/pkg/PLAW-107publ273/pdf/PLAW-107publ273.pdf

"The TEACH Act," Copyright Clearance Center, Inc. 2011, accessed January 7, 2017, https://www.copyright.com/wp-content/uploads/2015/04/CR-Teach-Act.pdf

11.2 Citing Sources

See the chapter titled, "Chicago Manual of Style (CMS)" for more information on the mechanics of citing sources using CMS formatting.

There are two main reasons to cite sources: to differentiate between original thought (usually the student and the research source) or to assist the reader in pursuing further research. While there are many formats for citing sources, the basic principles remain the same.

The authors must:
1. Cue the reader each time there is a transition from their original thoughts to a source
2. Make the source available as appropriate by instructor required format.

In general, the more professional and trustworthy a document needs to be, the more important it is to cite sources and verify the information.

To do this, the author must provide an in-text citation and a full citation within the document. For APA format, an in-text citation is usually a parenthetical cue showing the reader where to look for the publication information on the "References" page. *The Chicago Manual of Style*, CMS format, will differ.

For the purposes of this chapter, the USAICoE Writing Program chose to use an author-date format in accordance with the Publication Manual of the American Psychological Association, as indicated at the beginning of this chapter. For information on how to integrate sources using a notes-bibliography format in accordance with the Chicago Manual of Style, see Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations.*

11.3 Integrating Sources

Prior to working on the mechanics of integrating sources, authors must first decide the exact portions of their research to integrate and the method for doing so.

In general, an author has four choices:
1. Summary (Indirect Quote)
2. Paraphrase (Indirect Quote)
3. Direct Quote
4. Passing Reference

When deciding which technique to use, remember to keep the target audience in mind. If the reader relies on you to interpret the source as part of an analysis, use extremely short summaries, paraphrases, or direct quotes and spend about twice as much time explaining the meaning behind them.

A summary is an indirect quote and condensed recap of a source or section of a source. This recap repeats the organization of the original source as a point-for-point description, just shorter. Much like a sports announcer, the author will hit the highlights and key actions in the order they occur.

A paraphrase is an indirect quote that provides an analytical recap where the author puts the source's material in his or her own words using approximately the same amount of space.

Below is a direct quote from James Major's *Communicating with Intelligence* which will serve as the example in this section:

Direct Quote
The basic principles of all writing are clarity, conciseness, and correctness. Clarity is simplicity and directness. To be concise in intelligence writing, say what you need to say in as few words as possible, and then stop. Correctness includes both precision and mechanical correctness. The most common errors are misspellings, usage, punctuation, and subject-verb agreement (Major, 2014, p. 55). -APA citation

Major opens with his main point and breaks it down into three concepts, which he then explains in turn. Here is this same paragraph summarized in fewer words and with paraphrased definitions:

Summary and Paraphrase of the Direct Quote
James Major, author of *Communicating with Intelligence*, argues that writing intelligence must, by necessity, conform to the same standards as all others: it must be clear, it must be as short as possible, and it must obey grammatical conventions.

Note that this paragraph does more than just restate Major's original work. It restates the argument with a new purpose in mind. While Major states his principles apply to "all" writing, this author specifically narrows down the application to military professionals; additionally, the author now cuts out the lengthy definitions for a paraphrase.

Summary
James Major, author of *Communicating with Intelligence*, argues that writing intelligence must, by necessity, conform to the same standards as all others

Paraphrase
It must be clear, it must be as short as possible, and it must obey grammatical conventions.

When combined, this summary and paraphrase now support the author's original idea expressed in the author's terms.

Direct Quote
Direct quotes from a source must appear either in quotation marks or a block quote. According to APA format, use quotation marks for any direct language of less than 40 words and a block quote for anything longer.

Using Quotation Marks
Use quotation marks to show the reader when words in a sentence transition from your ideas to someone else's. The quotation marks should appear around any exact phrasing from an author's work and end in the citation.

I'm a big believer in James Major's approach to becoming a good writer because the "magic formula" does not exist; as he says, it just takes "hard work and perseverance."

See James Major, Communicating with Intelligence (Lanham: Rowman & Littlefield) 2014.

Once the quotation is over, authors can reuse the key language again without citing it further. However, any subsequent or new information introduced must receive its own citation.

Using a Block Quote
Use a block quote to show the reader that a large section of text comes from someone else's work. A block quote does not use quotation marks. To create one, indent the lines for the quote ½ inch from the margin for a paragraph. For APA, use block quotes for 40 words or more, for CMS, five lines or more or two paragraphs.

> I'm a big believer in James Major's approach to becoming a good writer. In his book, he states:
>
> > There is no magic formula for becoming a good writer. Common components of most good intelligence writing are hard work and perseverance. Writing is a challenging and interesting part of the intelligence profession. Master the basic skills of writing with intelligence, and you will be a step closer to mastering the tools of the trade. (Major, 2014)
>
> This makes the goal both practical and part of a professional development strategy.

For both direct quotes using quotation marks or block quotes, the best way to introduce the quote is with a signal phrase to cue the reader that a shift from author to source is coming.

Signal Phrases
A signal phrase is like a transition statement, except that it introduces a quoted, summarized, or paraphrased idea from another author into the paper. Quotes cannot "speak for themselves," so authors need to introduce the reader to the key idea within the quote, state the quote, and then explain the quote's meaning. An example of a signal phrase would be, "According to so and so…"

Passing Reference
Using a passing reference is a bit like name-dropping; it's a short innuendo on the part of the author/writer to acknowledge recognition of another work. Military settings use this technique frequently when referring to field manuals, regulations, operation orders, and other official documents.

In this example, imagine for the moment that a student came across *Communicating with Intelligence* while researching a paper on the history of intelligence failures. While the information contained in Major's book is interesting, it might not be 100% relevant to the student's argument. This is an ideal situation for using a passing reference to signal to the reader that additional sources of interest are available. Below is an example:

Student's Paper
>The nature of intelligence reports is that they will enable commanders to make actionable decisions. As such, the ability to communicate intelligence clearly is a necessary and fundamental skill worth investing time and energy into perfecting.[8] However, most historical intelligence failures have less to do with communication and more to do with logistics.

Student's Footnote
>[8] For more information on writing professionally within the intelligence field, see James Major, *Communicating with Intelligence* (Lanham: Rowman & Littlefield) 2014.

Like the other indirect quotes, the student refers to someone else's argument but keeps the focus away from the source to maintain the argument of the paper.

11.4 Examples of Plagiarism

The best way to avoid plagiarism is by first learning how to integrate and cite sources correctly. The following examples of plagiarism will show common mistakes using the same source paragraph from Simon Sinek's, *Start with Why: How Great Leaders Inspire Everyone to Take Action.* Below is our target paragraph to incorporate into a research paper.

Sample Paragraph from Simon Sinek's, *Start with Why*
>We are drawn to leaders and organizations that are good at communicating what they believe. Their ability to make us feel like we belong, to make us feel special, safe and not alone is part of what gives them the ability to inspire us. Those whom we consider great leaders all have an ability to draw us close and to command our loyalty. And we feel a strong bond with those who are also drawn to the same leaders and organizations. Apple users feel a bond with each other. Harley riders are bonded to each other. Anyone who was drawn to hear Dr. Martin Luther King Jr. give his "I Have a Dream" speech, regardless of race, religion or sex, stood together in that crowd as brothers and sisters, bonded by their shared values and beliefs. They knew they belonged together because they could feel it in their gut.[1]

Using the Chicago Manual of Style, pulling any language, ideas, or words from this paragraph will require a footnote and bibliographic citation. The correct version of each is below, for the sake of reference:

Notes
[1] Simon Sinek, Start With Why: How Great Leaders Inspire Everyone to Take Action (New York: Portfolio/Penguin, 2009), 55.

Bibliography
Sinek, Simon. Start With Why: How Great Leaders Inspire Everyone to Take Action. New York: Portfolio/Penguin, 2009, 55.

The following sections will show what happens when summaries and paraphrases, direct quotes, and passing references do not take crediting the source into account.

Problem 1: Failure to Cite Quotations and Borrowed Ideas

Outside of facts that are common knowledge (for example, there are 50 stars on the American flag, George W. Bush was the 43rd President of the United States, Paris is the capital of France, and the invasion of Normandy took place on June 6th, 1944), authors will have to cite their sources for borrowed language and ideas. Diana Hacker and Nancy Sommers state that a good rule of thumb is to consider how easy it is to find the information: if anyone could easily locate the information in a public record, encyclopedia, or reference book, then it probably falls under common knowledge.

Diana Hacker and Nancy Sommers, A Pocket Style Manual, 7th ed. (Boston: Bedford/St. Martin's, 2012), Hacker and Sommers, Pocket, 233.

Sample Paragraph without Correct Citations for Quotations

There are several factors that make leaders more effective than others. "We are drawn to leaders and organizations that are good at communicating what they believe." That is why it is critical for leaders to be specific about what they believe.

Why is this wrong? While the paragraph includes quotation marks around the quote, indicating that this sentence comes from somewhere else, there is no indication of who wrote it or where it originated.

Problem 2: Swapping Key Words

The best way to avoid plagiarism problems with summarizing and paraphrasing is always to look for ways to apply the quotes to your own purpose, rather than just try to display knowledge (report). Again, readers rely on your original thought and insight, and relying too heavily on another author's voice reduces your own.

Perhaps the biggest trap for students is the "swap," where when giving an indirect quote, the student swaps out some of the language of the quote without really thinking about what the quote means. By looking up synonyms for some of the key words, the student believes (falsely) that if there is a citation on the end, then the idea is safe. For example, here's an original quote from Simon Sinek's excerpt earlier in the chapter:

Original	**Plagiarized**
We are drawn to leaders and organizations that are good at communicating what they believe. Their ability to make us feel like we belong, to make us feel special, safe and not alone is part of what gives them the ability to inspire us. Those whom we consider great leaders all have an ability to draw us close and to command our loyalty.	People are attracted to leaders and organizations that inspire vision. Those leaders make us feel like we belong, to make us feel special, safe and not alone is part of what makes them inspirational. The really great visionaries are able to command our loyalty just by giving us a vision and sense of purpose.

Comparison of original work next to a plagiarized summarization/paraphrase.

The author of the paper merely swaps out some of the key phrases, leaving most of the original language and structure in the paragraph. The darker red portions are exact matches to the original, while the lighter pink highlights show some of the changes:

People are drawn to leaders and organizations that inspire vision. Those leaders make us feel like we belong, to make us feel special, safe and not alone is part of what makes them inspirational. The really great visionaries are able to command our loyalty just by giving us a vision and sense of purpose.

Problem 3: Failure to Identify Borrowed Language
Plagiarism is never more dangerous for authors than when there are no cues showing where the borrowed language comes from. Like other errors that create plagiarism, introducing new material without signal phrases, quotation marks, or proper citation mislead the reader into thinking the section is the author's original insight when it is not.

All citation guides allow using direct quotes from other sources provided the author follows the guidelines for citation. Therefore, this mistake frequently carries the highest penalty because it calls the entirety of the author's work into question.

Sample Paragraph Which Does Not Identify Borrowed Language

> There are a lot of factors that make leaders more effective than others. Followers are drawn to individuals and organizations that are excellent at communicating what they believe. That's why it's critical for leaders to be specific about what they believe.

Why is this wrong? Most of this sentence is identical in structure and phrasing to the original. Because there are no quotation marks or footnotes, the reader has no way to know that any of this language comes from a different source. Merely changing a few of the key words with substitutions is not the same as paraphrasing.

Misrepresenting the Source

A less common problem involves misunderstanding the original quote and thereby misrepresenting the source as it applies to a new argument.

The table below shows an example of this. Note how the misrepresented version pulls only one part of the original and ignores parts that disagree with the conclusion.

Original	Misrepresented
We are drawn to leaders and organizations that are good at communicating what they believe. Their ability to make us feel like we belong, to make us feel special, safe and not alone is part of what gives them the ability to inspire us. Those whom we consider great leaders all have an ability to draw us close and to command our loyalty.	Great leadership is about commanding respect. While he says that, "all [leaders] have an ability to draw us close," good leadership should be about more than just giving people hugs. **Analysis:** This version ignores Sinek's other points: 1) leaders are great communicators, 2) inspire subordinates and, 3) command loyalty.

Comparison of original work next to a misrepresented version.

11.5 Avoiding Plagiarism

Readers rely on the honesty and authenticity of a writer's information both as a matter of credibility and respect for intellectual property. Simply put, your reader will not trust your arguments, analyses, or information if they believe that they belong to someone else.

This is particularly dangerous in the profession of Military Intelligence, as readers rely on information from clearly identified, credible sources to make critical decisions. The best course of action for any USAICoE Soldier is to uphold the code of conduct, do the work, and learn the responsible ways to integrate and cite sources.

Diana Hacker and Nancy Sommers, authors of *A Pocket Style Manual*, 7th edition, include a clear definition of plagiarism to help students avoid it. They write:

> The following is plagiarism:
> 1. Failing to cite quotations and borrowed ideas
> 2. Failing to enclose borrowed language in quotation marks
> 3. Failing to put summaries and paraphrases in your own words.

Additionally, as demonstrated above, a longer quote uses an offset paragraph indentation rather than quotation marks. This provides a clearer visual cue for the reader that the information on the page shifts from the author's ideas to the sources.

11.6 Quick Reference for Avoiding Plagiarism

Always:
- Take good notes on ideas found during research to remember where they came from.
- Use quotation marks or block indents to identify borrowed language.
- Give credit to other sources if their original ideas influenced your work.
- Check your work with the *USAICoE Handbook for Writers, Chicago Manual of Style,* or Diana Hacker's *A Pocket Style Manual* to ensure that your citations are consistent and correct.
- Budget enough time at the end of your project to check your work, including editing, proofing, revising, and (when necessary) consulting a librarian or research specialist.

Sometimes:
- Words, phrases, or lingo will not need a citation because it has become common knowledge. For example, "solid-state memory," "photon torpedoes," and "have it your way," are all technical, trademarked, or proprietary statements that no longer need a citation because of the commonality of computer chips, *Star Trek*, and *Burger King* advertisements.
- Students and instructors may distribute copyrighted material as handouts, sections of student papers, and educational publications. However, before doing so, ensure whether the copyright has any restrictions relative to the Military training environment.

Rarely:
- Electronic citation generators (in MS Word, online etc.) go out-of-date frequently and often make mistakes due to *human* error. Because they rely on the operator to provide correct input, the student must still understand the basics of citation to generate a correct citation.
- Peer review is a useful tool for editing content but recognize in advance that the ultimate responsibility for citation lies with the student. Similarly, electronic checkers are not foolproof. Rarely rely on a single resource to check citations.

Never:
- Never assume that the source of original material does not want, deserve, or require credit in your work. This includes workplace materials as well, where a team member may lose opportunities for promotion or increased compensation if another person uses their writing without crediting them as the source.
- Never assume that because the rules for citation are not a part of the course materials that they do not apply to student papers.
- Never use "recycled" material or work created by peers for personal or academic coursework, even if you have their permission. For assignments requiring original work, the student should always try to arrive at an original insight or application.
- Never cite a resource without reading or viewing it in its entirety. Avoid misrepresenting the source by understanding the full context of the original.

- Never request a sample or template from a paid online source offering to craft an original document as an instructional aid. Presenting these products as your own original work is dishonest.

12. Chicago Manual of Style (CMS) and "Turabian Style"

The Chicago Manual of Style (CMS) is the most widely available style guide in publishing and the most closely aligned with AR 25-50. Because AR 25-50 prescribes that readers must "be able to understand the writer's ideas in a single [rapid] reading," the footnote/endnote style works best in this regard, allowing the reader to scan quickly past the reference and continue reading the main content.

Breakdown of Chicago Manual of Style (CMS)

Sources: *Chicago Manual of Style,* 14th ed.; Kate Turabian's *A Manual for Writers*

Overview:
- The Chicago Manual of Style is the most widely used editorial source in publishing.
- It accommodates both a foot/endnotes approach (that is, "notes and bibliography") and a parenthetical citation scheme (that is, the "author- date" format).
- It is identical to "Turabian Style," which packages CMS with resources for students, such as research notes, writing tips, and web resources.

What to Expect:
CMS footnote style is the most closely aligned to AR 25-50's guidance because it allows the reader to continuously scan the document without pausing to sort through in-text citations. If an instructor requires it for a paper, be sure to clarify if it's the footnote/endnote version or parenthetical.

For students and experienced writers who have used Modern Language Association (MLA) or American Psychological Association (APA) styles, the "author-date" format from CMS may feel more comfortable and easier to use at first. Additionally, Microsoft (MS) Word employs several electronic features to assist users in tracking sources, creating references, and finishing bibliographies.

12.1 "Turabian style"

Many students and instructors have asked the USAICoE Writing Program if using "Turabian style" is an acceptable substitute for CMS. The answer is yes, because the styles are the same; CMS is the more thorough, comprehensive version, while Turabian is the user-friendly version for dissertations, student research papers, etc. For students looking to purchase a style manual, the Writing Program recommends the *Turabian Citation Guide* for its cost-effectiveness and emphasis on electronic sources.

However, for instructors, course managers, or Soldiers in charge of writing-intensive tasks, the more thorough *Chicago Manual of Style* is sometimes a better choice. It has additional guidance on editing, proofreading, and publishing not otherwise available in the *Turabian Style Manual*.

12.2 CMS/Turabian Basics

All citations use a combination of in-text citations and full citations. An in-text citation is usually a footnote number or parenthetical reference showing the reader where to look for the publication information on the source.

Different style guides use different methods for formatting these citations. The USAICoE Writing Program strongly encourages the use of the *Chicago Manual of Style* format, or its companion *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate Turabian, sometimes referred to as "Turabian style."

CMS/Turabian style manuals cover **two** main styles (formats):
1. **Notes and Bibliography style**: employs footnotes or endnotes within the text in combination with a Bibliography for the full citation
2. **Author-Date style**: places an author-date notation in the text within parentheses followed by a list of References at the end of the document

For the military, Notes and Bibliography is more common; however, instructors may still require the Author-Date parenthetical style of CMS/Turabian if they choose. Because some MOSs align with scientific and technical fields, the latter will be appropriate at times.

12.2.1 Getting Started: Citation Information

Virtually all citation guides, including the Modern Language Association (MLA), American Psychological Association (APA) and CMS/Turabian, require that authors of original work cite any external references throughout the document. Because these references should allow readers to retrace the authors' steps, they rely heavily on the same information. Students who master CMS/Turabian style will find that many of the skills used for MLA and APA will transfer.

Researchers should expect to provide some identifying information on every reference entry and will follow similar rules for each subsequent entry. To prepare, students should be ready to provide (as available):

- Author's name
- Article title or chapter (if applicable) in Chicago style are in quotation marks
- Title of the work as a whole [in italics]
- Editors, translators, or reviewers (if applicable)
- Publisher's main city location (and state for less well-known cities)
- The year of publication
- The date accessed (for web resources)
- And the page numbers or other locator information quoted from (Electronic sources only) A hyperlink to the page's permanent location

While styles vary somewhat, they frequently stress the assumed priority of the reader. For example, both MLA and APA styles will start each entry with the author's name, but MLA style prefers to use the author's full name (for example, "Doe, Jane") whereas APA will ask for only the last name and first initial (for example, "Doe, J.") to obscure the gender of the author.

12.3 Notes and Bibliography Style

U.S. Army officer schools prefer citing sources using a footnote/bibliography format. This means the casual reader can read a line of text with a direct or indirect quotation from someone else's work without the interruption of a parenthetical citation.

Even a single source in parentheses forces the reader to scan over more space than a single footnote; in this regard, the notes-bibliography style is closer to the intent of AR 25-50's directive to be clear enough in a single, rapid reading while still providing access to all the necessary information for the reader.

Several web resources are available from the official websites for both books. For additional help comparing or using either format of CMS/Turabian style, we recommend consulting the original website documented here: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

12.3.1 Quick Reference to Notes and Bibliography Formatting

Basic Note Format
Use commas to separate entries with parentheses around the publisher information. Entries in footnotes appear in chronological order throughout the paper.

XX Author's Name (First then Last), "Article Title," *Title of the Work as a Whole* (City: Publisher's Name, Year published), page numbers.

[9] John Doe, "Articulating Anonymously," *A Study of Five Influential Works by Anonymous Authors*, 2nd ed. (London: Hugh Dunnit Press, 2008), 115-131.

Basic Bibliography Format
Use periods to separate entries. Place entries on the Bibliography page in alphabetical order. After the first line, indent subsequent lines three spaces.

Author's Name (Last, First). "Article Title." Title of the Work as a Whole. City: Publisher's Name, Year published. Page numbers.

Doe, John. "Articulating Anonymously." A Study of Five Influential Works by Anonymous Authors. 2nd ed. London: Whodunnit Press, 2008.

Basic Abbreviated (Short Note) Format
Repeated citations of the same source may use an abbreviated follow-up entry to save space called a "short note."

XX Last Name, "Shortened Title," page #.

[12] Doe, "Articulating Anonymously," 211.

A direct repetition of the previous note may use "Ibid" which is a Latin term meaning, "the same as previous." Follow the word "Ibid" with a period in all cases to signify that the word is an abbreviation and follow the entry with a comma and the new page number(s) if different from the previous entry. Return to using a full note entry for any new sources.

Below is an example of a note citation, followed by two repetitions using different pages, a new citation, and the short note to signal a repeat of the original source.

[9] John Doe, "Articulating Anonymously," *A Study of Five Influential Works by Anonymous Authors*, 2nd ed. (London: Hugh Dunnit Press, 2008), 115-131.

[10] Ibid.,122

[11] Ibid., 134.

[12] Jane Roe, "Another Anonymous Study," *More Studies of Influential Works by Anonymous Authors* (London: Hugh Dunnit Press, 2010), 98-99.

[13] Doe, "Articulating Anonymously," 211.

Electronic Resources
Electronic resources generally follow the same patterns as their print counterparts. For websites, use the "permanent" link to the source in the citation. In some cases, a resource may use a digital object identifier (DOI), which is a string of numbers, letters, and symbols. If this happens, place it in the citation instead of the link.

USAICoE Writer's Guide Samples
Below is a shorthand version of a basic print entry. Here, "N" is short for a notes entry, while "B" is short for a Bibliography entry, and "A" is short for an Abbreviated (Short Note) entry.

N: [9] John Doe, "Articulating Anonymously," *A Study of Five Influential Works by Anonymous Authors*, 2nd ed. (London: Hugh Dunnit Press, 2008), 115-131.

B: Doe, John. "Articulating Anonymously." *A Study of Five Influential Works by Anonymous Authors*. 2nd ed. London: Whodunnit Press, 2008.

A: Doe, "Articulating Anonymously," 115.

12.3.2 Listing Authors (Single, Multiple, Organizations, Unknown)

One Author

N: [1] Steven Kingman, Pressing the Gateway Reset: *The Rise and Fall of a Computer Empire* (Ruby, IN: Spaulding 2010), 294.

B: Kingman, Steven. Pressing the Gateway Reset: *The Rise and Fall of a Computer Empire.* Ruby, IN: Spaulding, 2010.

A: Kingman, "Pressing," 294.

Two or Three Authors

N: [2] Jack Flannigan, Tom Ross, and Allen Quinn, *The Hamilton Doctrine: Executive Powers Implied by Alexander Hamilton's Writings* (Chicago: Beecher, 1999), 461

B: Flannigan, Jack, Tom Ross and Allen Quinn. *The Hamilton Doctrine: Executive Powers Implied by Alexander Hamilton's Writings*. Chicago: Beecher, 1999.

A: Flannigan, Ross, and Quinn, *Hamilton*, 461.

Four or More Authors

N: [3] Milenna Bachmann et al., *Household Communicability Risk Factors in Spores, Molds, and Fungus*, 5th ed. (Los Angeles: Turner, 2011), 53.

B: Bachmann, Milenna, Terrence Hoffman, Lisa Rosen, Serge Romanov, and Ling-Xia Xen. *Household Communicability Risk Factors in Spores, Molds, and Fungus. 5th ed*. Los Angeles: Turner, 2011.

A: Bachman et al., *Household,* 53.

An Organization as Author

N:　　⁴ League of Patriotic Americans, *Terms of Modern Gun Ownership and Handgun Safety,* (Austin, Sandalwood Publishing, 2001), 22.

B:　League of Patriotic Americans. *Terms of Modern Gun Ownership and Handgun Safety.* Austin, Sandalwood Publishing, 2001.

A:　League of Patriotic Americans, *Terms*, 22.

Unknown Author

N:　　⁵ *Primer for Elementary and Early Education in Mathematics* (Boston, 1879), xiii.

B:　*Primer for Elementary and Early Education in Mathematics*. Boston, 1879.

A:　*Primer*, xiii.

Multiple Works by the Same Author
For multiple entries by the same author, place each entry alphabetically by title, not by year of publication. Use a 3-em dash (six hyphens) instead of the author's name for repeat entries.

Kingman, Steven. *Pressing the Gateway Reset: The Rise and Fall of a Computer Empire*. Ruby, IN: Spaulding, 2010.

——.*Terror, Terabytes, and Terraforming: Following the Rapid Decline of NASA's Circe Program*. Ruby, IN: Spaulding, 2013.

Editor

N:　　⁷ Lawrence Cootes, ed., "Foreward," *The Collected Works of Isaac Asimov, vol. 1.* (New York: Columbia Press, 2016), xii-xiii.

B:　Cootes, Lawrence ed., "Foreward," *The Collected Works of Isaac Asimov, vol. 1*. New York: Columbia Press, 2016.

A:　Cootes, "Foreward," xii.

Editor with Author

N:　　⁸ Isaac Asimov, "I, Robot," *The Collected Works of Isaac Asimov,* ed. Lawrence Cootes (New York: Columbia Press, 2016), 415-487.

B:　Asimov, Isaac. "I, Robot." *The Collected Works of Isaac Asimov*. Edited by Lawrence Cootes. New York: Columbia Press, 2016.

A:　Asimov, "I, Robot," 419.

Translated Material

N: [9] Arkadi Dobrev and Illyana Petrov, *Surviving in the Gulags of Stalin: A Journey Through the Siberian Wilderness in Soviet Russia*, trans. Michael Garibaldi, (London: Oxbow Press, 2014), 245.

B: Dobrev, Arkadi and Illyana Petrov. *Surviving in the Gulags of Stalin: A Journey Through the Siberian Wilderness in Soviet Russia.* Translated by Michael Garibaldi. London: Oxbow Press, 2014.

A: Dobrev and Petrov, *Surviving*, 245.

Editor or Translator Instead of Author

B: Wu, Leonard, trans. *I Ching: Modern English Translation with Historical Notes.* New York: Penguin, 2010.

A: Wu, *I Ching*, 294.

12.3.3 Books (Print, E-Book, Web)

Print

N: [10] Marvin Cooper, *The Revolutionary Writer: Studying the Impact of the Lamp Street Movement in Charleston*, 1984, (New York: Bedford/St. Martin's, 1999), 243.

B: Cooper, Marvin. *The Revolutionary Writer: Studying the Impact of the Lamp Street Movement in Charleston*, 1984. New York: Bedford/St. Martin's, 1999.

E-book (Kindle, Website)
Kindle and other E-Readers: Cite these publications following the normal rules for a book, including the record of page numbers. If the Kindle or E-Reader version does not have discrete page numbers, it is acceptable to cite the next available section demarcation, such as chapter headings.

N: [11] Phillip K. Dick, *The Man in the High Castle* (New York: Mariner, 2011), 213, Kindle.

B: Dick, Phillip K. *The Man in the High Castle*. New York: Mariner, 2011. Kindle.

Website with entire book in html text

N: [12] Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* 5th ed, trans. Edwin Caanan, (London: Methuen & Co., Ltd., 1904), accessed March 13, 2016, http://www.econlib.org/library/Smith/smWN.html.

B: Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations* 5th ed. Translated by Edwin Caanan. London: Methuen & Co., Ltd., 1904. Accessed March 13, 2016. http://www.econlib.org/library/Smith/smWN.html.

Print Book Digitized in an Online Library (Readable/Downloadable Adobe PDF)
The CW2 Christopher G. Nason MI Library has a wide variety of e-Books available for students to check out. When using a source from one of these eBooks, be sure to include the additional information indicated in the sample below.

N: [11] Author's Name (First then Last), "Article Title," *Title of the Work as a Whole* (Year of original publication; Name of the Online Digital Library, date of Library's last update or "n.d." if unknown), call number, link to the page.

N: [12] J. Ransom Clark, *American Covert Operations: A Guide to the Issues* (Santa Barbara: Praeger, 2015), eBook Collection (EBSCOhost), accessed March 13, 2016.

B: Author's Name (First then Last). "Article Title." *Title of the Work as a Whole*. Year of original publication; Name of the Online Digital Library, date of Library's last update or "n.d." if unknown. Link to the page.

B: Clark, J. Ransom. *American Covert Operations: A Guide to the Issues*. *Santa Barbara*, California: Praeger, 2015. eBook Collection (EBSCOhost), EBSCOhost (accessed April 13, 2016).

Government Document (Laws and Statutes)
This example covers a statute passed by Congress and found online as part of the Congressional record; for additional information on more complicated legal citations, please consult the CMS or Turabian guides. In Notes-Bibliography style, a single Bibliographic note is enough for the citation, and there is no need to cite it again on the Bibliography. The abbreviated note for further entries contains the shortened title, plus the location information within the statute.

N: [14] Technology, Education and Copyright Harmonization Act of 2002, Public Law 107-273, *US Government Printing Office* 116 Stat. 1910 §13301, November 2, 2002, accessed March 3, 2016, https://www.gpo.gov/ fdsys/pkg/PLAW-107publ273/pdf/PLAW-107publ273.pdf.

A: [14] Technology, Education and Copyright Harmonization Act, 116 Stat. 1910 §13301.

12.3.4 Articles, Editorials, and Reference Works

For all print media located by a search in a physical library, use the patterns indicated below for the "In Print" citation example. Because of the widespread availability of articles from newspapers and academic journals in electronic form, students should record the following during their research:

- Access date
- URL
- The DOI, if available
- The commercial database, if used (for example, EBSCOHost, JSTOR, PSYCInfo, etc.)

Each electronic entry will require one or more elements of each, depending on how much information is available.

Article in an academic journal

In Print

N: [15] Timo Smieszek and Marcel Salathé, "A Low-Cost Method to Assess the Epidemiological Importance of Individuals in Controlling Infectious Outbreaks," *BMC Medicine* 11.1 (2013): 1-8

B: Smieszek, Timo and Marcel Salathé. "A Low-Cost Method to Assess the Epidemiological Importance of Individuals in Controlling Infectious Outbreaks." *BMC Medicine* 11.1 (2013): 1-8

Web
Record the access date, and if the source has a DOI, include the number at the end of "http://dx.doi.org/" rather than the URL in your browser. Cite the URL if you cannot locate a digital object identifier (DOI); if found using a commercial database, use an access date and the database name instead.

N: [15] Elizabeth Harman, "Morally Permissible Moral Mistakes," *Ethics: An International Journal of Social, Political, and Legal Philosophy* 126, no.2 (January 2016): 367, accessed March 13, 2016, http:// dx.doi.org/10.1086/683539.

B: Harman, Elizabeth. "Morally Permissible Moral Mistakes." *Ethics: An International Journal of Social, Political, and Legal Philosophy* 126, no. 2 (January 2016): 366-393. Accessed March 13, 206, http://dx.doi.org/10.1086/683539.

Database
If no DOI is available, list the access date along with the name of the commercial database.

N: [15] Marcus Noland, "See No Evil: South Korean Labor Practices in North Korea," *AsiaPacific Issues* 113 (April 2014): 1-8, accessed April 19, 2016, Academic Search Elite, EBSCOhost.

B: Noland, Marcus. "See No Evil: South Korean Labor Practices in North Korea." *AsiaPacific Issues* 113 (April 2014): 1-8. Accessed April 19, 2016. Academic Search Elite, EBSCOhost.

Article in a magazine

In Print

N: [16] Chris Ramirez, "The Unsustainable Economy: China at the Outset of 2018," *Newsweek*, December 2017, 44.

B: Ramirez, Chris. "The Unsustainable Economy: China at the Outset of 2018." *Newsweek*, December 2017, 42-46.

Web
Record the access date, and if the source has a DOI, include the number at the end of "http://dx.doi.org/" rather than the URL in your browser. Cite the URL if you cannot locate a digital object identifier (DOI); if found using a commercial database, use an access date and the database name instead.

N: [16] Jane Vicious, "The Road to Hana," *Highroads Magazine*, March 2001, http://aaa.highroads mag.com/2001/03 /hanaroad /vicious-22304.

B: Vicious, Jane. "The Road to Hana." *Highroads Magazine*, March 2001, http://aaa.highroadsmag .com/2001/ 03/hanaroad /vicious-22304.

Database
If no DOI is available, list the access date along with the name of the commercial database.

N: [16] Hilary Matfess, "Boko Haram's War on Women," *Newsweek Global* 166, no.7 (February 19, 2016): 12- 15, accessed April 19, 2016, Academic Search Elite EBSCOhost.

B: Matfess, Hilary. "Boko Haram's War on Women." *Newsweek Global* 166, no. 7 (February 19, 2016): 12-15. Accessed April 19, 2016. Academic Search Elite, EBSCOhost.

Article in a newspaper
Newspaper articles should only appear in the Bibliography if cited frequently or if critical to the argument. Otherwise, a note will suffice. Abbreviate the title of newspapers to omit the definite article "The" (for example, use "Wall Street Journal" instead of "The Wall Street Journal"). For organizations that shortened their title over the years (for example, "The Montreal Gazette" is now the just the "Gazette") it is acceptable to insert their location in parentheses to clarify.

In Print

N: [17] Saul M. Walker, "Blemishes on the Perfect Face of the Cosmetics Industry," *Los Angeles Times*, January 19, 2011, sec. D.

B: Walker, Saul M. "Blemishes on the Perfect Face of the Cosmetics Industry." *Los Angeles Times*, January 19, 2011, sec. D.

Web
Record the access date, and if the source has a DOI, include the number at the end of "http://dx.doi.org/" rather than the URL in your browser. Cite the URL if you cannot locate a digital object identifier (DOI); if found using a commercial database, use an access date and the database name instead. Use the news organization's homepage address if an article's URL is longer than one line.

N: [17] Lewis Green, "Possibilities of a Green Martian Future," *Herald* (Oklahoma City), November 12, 2002, http://www.oklahomaherald.com/.

B: Green, Lewis. "Possibilities of a Green Martian Future," *Herald* (Oklahoma City), November 12, 2002, http://www.oklahomaherald.com/.

Database
If no DOI is available, list the access date along with the name of the commercial database.

N: [17] Noah Vanos, "Confronting the Realities of a Trump Presidency," *Arizona Daily Star*, March 1, 2016, accessed April 12, 2016, LexisNexis Academic.

B: Vanos, Noah. "Confronting the Realities of a Trump Presidency," *Arizona Daily Star*, March 1, 2016. Accessed April 12, 2016. LexisNexis Academic.

Letter to the Editor

N: [18] Rosemary Scrubb, letter to the editor, *Utne Reader*, July 5, 2001, http://www.utnereader.com/.

B: Scrubb, Rosemary. Letter to the editor. *Utne Reader*, July 5, 2001, http://www.utnereader.com/.

Article in a reference work (encyclopedia, dictionary, wiki)
Most general reference works such as encyclopedias and dictionaries do not contain original arguments and employ multiple authors working collectively. It is not necessary to cite them in the bibliography, only in the notes section of the document. Only cite notes and bibliographies for reference sources compiled with commentary, original insight, or single editor/authors.

N: [19] *Webster's Complete English Dictionary*, 18th ed., s.v. "Communism."

N: [19] Chris Barker, *The SAGE Dictionary of Cultural Studies*, (London: SAGE Publications, 2014), s.v. "Military."

B: [19] Barker, Chris, The SAGE Dictionary of Cultural Studies. London: SAGE Publications, 2014.

12.3.5 Web Sources

Citing an entire website
The amount of information provided by a website varies, but the principles remain the same. Provide the author's name, title of the site, any sponsors, the last date modified (or your date accessed it one is not on the site) and the URL. Because websites are not traditional publications, CMS/Turabian style does not require using italics.

N: [20] Army Knowledge Online (AKO), United States Army, accessed March 26, 2016, https://www.us.army.mil/.

B: Army Knowledge Online (AKO). United States Army. Accessed March 26, 2016. http://www.us.army.mil/.

An article or titled segment of a website

N: [21] Uriah Klaue, "Shutter Speed and Gamma Adjustments," Photoguide, last modified January 19, 2016, accessed March 23, 2016, http://www.photoguide.com/shutter_gamma/.

B: Klaue, Uriah. "Shutter Speed and Gamma Adjustments." Photoguide. Last modified January 19, 2016. Accessed March 23, 2016. http://www.photoguide.com/shutter_gamma/.

A blog post
Blogs typically appear on large host websites published by private authors. Distinguish between the host site and the blog by italicizing the main website and adding "blog" after the name in parentheses. Reserve blog posts for commentary unless authored by an expert or professional investigator.

N: [22] Deshaun Collins, "The 'A' Word: Frustrations of an Autism Parent," *Neuro-Atypical* (blog), July 17, 2014, http://neuro-atypical.blogspot.com/2014/a-word-frustrations-autism-parent.html.

B: Collins, Deshaun. "The 'A' Word: Frustrations of an Autism Parent." *Neuro-Atypical* (blog). July 17, 2014. http://neuro-atypical.blogspot.com/2014/a-word-frustrations-autism-parent.html.

A comment on a blog post: Only include a bibliography reference if the blog has many contributors, such as a blog run by a government organization, corporation, or news organization.

N: [23] Autismpop1, comment on Deshaun Collins, "The 'A' Word: Frustrations of an Autism Parent," *Neuro- Atypical* (blog), July 22, 2014, http://neuro-atypical.blogspot.com/2014/a-word-frustrations-autism- parent.html.

Podcast

N: [24] Joel Cassavetes, "Forensic Analysis of Modern Crime Scenes: Truth vs. Fiction," Episode 03, Crime Scene Investigation Realities, PBS Online Digital Library, podcast audio, June 21, 2014, http://csirpod.pbs.org/.

B: Cassavetes, Joel. "Forensic Analysis of Modern Crime Scenes: Truth vs. Fiction." Episode 03. Crime Scene Investigation Realities. PBS Online Digital Library. Podcast audio. June 21, 2014, http://csirpod.pbs.org/.

12.3.6 Multimedia sources (TV, Movie, Streaming, or Broadcast)

Online audio or video (e.g. YouTube, Snapchat)
Identify the file's extension (.mp4, .aav, etc.) if downloaded.

N: [25] Jon Stewart, "Jon Stewart, 9-11," Comedy Central, September 18, 2001, accessed March 16, 2016, https://www. youtube.com/watch?v=SXcmc2AZ6ZE.

B: Stewart, Jon. "Jon Stewart, 9-11." Comedy Central. September 18, 2001.
     Accessed March 16, 2016. https://www.youtube.com/watch?v=SXcmc2AZ6ZE.

Published or broadcast interview
Interviews are usually only cited in the notes section.

N: [26] Cruz, Ted, John Kasich, and Donald Trump, interview by Anderson Cooper.
     "FULL CNN Republican GOP Town Hall P1: Donald Trump, Ted Cruz, John
     Kasich - March 29, 2016 [FULL]," March 29, 2016, accessed April 02, 2016,
     https://www. youtube.com/watch?v=4wXDErPyMeg.

Film (DVD, BD, or other)

N: [27] *Lone Survivor*, directed by Peter Berg (Universal City, CA: Universal
     Pictures, 2013).

B: *Lone Survivor*. Directed by Peter Berg. Universal City, CA: Universal Pictures,
     2013.

N: [27] *Spy Game*, directed by Tony Scott (Universal City, CA: Universal Pictures,
     2001), BD.

B: *Spy Game*. Directed by Tony Scott. Universal City, CA: Universal Pictures, 2001,
     BD.

Sound recording

N: [28] Ludwig Von Beethoven, *9th Symphony*, Berlin Philharmonic Orchestra,
     conducted by Herbert Von Karajan, Deutsche Grammaphone, compact disc.

B: Von Beethoven, Ludwig. *9th Symphony*. Berlin Philharmonic Orchestra.
     Conducted by Herbert Von Karajan. Deutsche Grammaphone compact disc.

Work of art

N: [29] Emmanuel Leutze, *Washington Crossing the Delaware*, Oil on canvas, 1897,
     Metropolitan Museum of Art, New York City, NY.

B: Leutze, Emmanuel. *Washington Crossing the Delaware*. Oil on canvas, 1897.
     Metropolitan Museum of Art, New York City, NY.

Performance
Only cite a performance when the actors' specific interpretation elaborates on
aspects not found in the source material. This includes unusual interpretations of
characters that differ from other historical portrayals.

N: [30] Alex Hassel, *Henry V*, directed by Gregory Doran, Royal Shakespeare
     Company, London, UK, April 16, 2016.

B: Alex Hassel, *Henry V*, directed by Gregory Doran, Royal Shakespeare Company,
     London, UK, April 16, 2016.

12.3.7 Personal Communication and Social Media

Personal Communication

Notes are enough for personal communications. Because they are unpublished, there is no need to include them in the bibliography.

N: [31] Beth Leeder, e-mail message to author, March 30, 2016.

Online posting or email

Typically, this category applies to discussion forums and e-mail listserves (formal group email broadcasts to multiple recipients). Again, this will not need a citation on the Bibliography page because it is not an official publication. Use quotations from these sources sparingly, as they generally reflect raw, unedited perspectives from the participants. The CMS/Turabian guides consider all other online interactions to be personal communications (see number 30).

N: [32] Janice Redfern-Lewis to Writing Assessment listserv, March 03, 2016.

Facebook post

Because it is not an official publication, there is no need to include Facebook posts in the Bibliography.

N: [33] Levi Younger's Facebook page, accessed March 30, 2016,
        https://www.facebook.com/levi. Younger.

Twitter post (tweet)

Because they are not official publications, there is no need to include Tweets in the Bibliography.

N: [34] Raytheon Company's Twitter feed, accessed March 30, 2016,
        https://twitter.com/Raytheon.

12.3.8 Sample Formatting for Chicago Style

See next four pages for sample paper format.

Please note, for hard copy documents that are completely **unclassified** with no caveats, the classification marking is optional per DOD 5200.1R Vol 2 paragraph 5. See the following link for further guidance.

http://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodm/520001_vol2.pdf

Your instructor has the final word.

Under Design, check the box for "Different first page" no page number for the first page

Center the Title: Separate Lines of the Title so Their Length is Approximately the Same
(1/3 page down from top *ask if a bold title is required)

[Rank or Title] Your Name here

Course Designation

Deadline

(Insert a Page Break here to maintain a separation between your title page and page one)

The main section of your paper/essay will begin on page two. Use your tab key to indent your paragraphs. Note that the page number is centered under the classification marking. Ask your instructor if there should be a number on the title page or if the numbers should appear in another part of the page, like bottom-center. Check your rubric for the placement of the *Bottom Line Up Front* as it relates to the introductory paragraph. Some instructors require it to be the first sentence of the paper.

Word will insert footnotes and format them for you if you. Click/select the References Tab, set it to Chicago and use Insert Footnote each time you cite your sources.[1]

Use the symbol "Ibid." in your footnotes when you are referring to the same source as the previous citation and add the page number if different. This is a short-cut. If you have a citation that is the same source as a previous footnote, you may shorten the entry to the author's name and title of the work. Remember the author will show first name last name for a footnote, but last name, first name for the Bibliography page.

A thorough handbook such as the Chicago Manual of Style Online[2] Tool, or a hard copy will give you formatting support that is more comprehensive in this citation style.[3] You can contact Tutoring Support (usaicoetutor@gmil.com) for more help with your paper. The last page of your document will be a Bibliography page (center the

---

[1] Sample placement of footnote: Remember to indent the first line and format the entry with the same type and size font.

[2] Chicago Manual of Style Online. 2012. "Chicago-Style Citation Quick Guide." Accessed July 18, 2018 http://www.chicagomanualofstyle.org/tools_citationguide.html

[3] Ibid., 2.

Place curser in required position>Insert>Page Number>Currrent Position>Plain Number
Adjust font

word Bibliography on the top). You can generate this independently or use a citation generator. Remember to format your Bibliography page by matching the font type and size. Use a hanging indent for each source and put it in ABC order by the first word of each source. A sample Bibliography page follows this.

Place curser in required position>Insert>Page Number>Currrent Position>Plain Number
Adjust font

Bibliography

Albert, Eleanor. "What's the Status of North Korea's Nuclear Program?" *Council on Foreign Relations*. June 06, 2018. Accessed July 7, 2018. https://www.cfr.org/ backgrounder /north-koreas-military-capabilities.

Denning, Dorothy. "North Korea's Growing Criminal Cyberthreat." *The Conversation*. February 20, 2018. Accessed July 7, 2018. http://theconversation.com/north-koreas-growing-criminal-cyberthreat-89423.

Lee, Taehohn. "The Financial Crisis and Refugees' Immigration" *History Research Center*. University of Minnesota. April 2, 2009. http://blog.lib.umn.edu/ihrc/immigration /2009/04/ the_financial_crisis_and_refug.html.

"Missiles of North Korea." *Missile Threat, Center for Strategic and International Studies*. June 15, 2018. Accessed July 7, 2018. https://missilethreat.csis.org/country/dprk.

United States Headquarters, U.S. Army Training and Doctrine Command. *TC 7-100 Hybrid Threat*. Washington, DC: Headquarters, Department of the Army, 2010. 1-74.

United States. Army. *TRADOC G-2. Threat Tactics Report: North Korea versus the United States*. By ACE Threats Integration. Vol. 1. Ft. Leavenworth, KS: US Army TRADOC G-2, 2018. 1-32.

University of Minnesota. *Immigration History Research Center*. University of Minnesota. http://www.ihrc.umn.edu/

12.4 Author-Date Style

Several Non-Commissioned Officer schools prefer citing sources using an author-date style format, usually the American Psychological Association Format. If you have used APA style, you will find this style familiar.

The benefit of this style is that it can reduce the overall number of entries that the author creates, and readers can easily track important sources as they read. This last part is especially useful in technical fields where single sources are authoritative and cited in terms of recency. While not as readable within the text as the note/bibliography style, below is an example of how the parenthetical author-date style provides readers with immediate information on the author and current dates of publication:

With parenthetical (author-date style)
A recent study on neurophysiological disorders among infants showed that environmental factors, including pet dander, can lead to respiratory infections more than general cleanliness (Parker and Ramirez 2016). Additionally, prior research into this field showed that pet dander can carry as many as 200 harmful microorganisms (Parker and Ramirez 2015; Parker et al. 2014).

With footnote (footnote/bibliography style)
A recent study on neurophysiological disorders among infants showed that environmental factors, including pet dander, can lead to respiratory infections more than general cleanliness.[11] Additionally, prior research into this field showed that pet dander can carry as many as 200 harmful microorganisms.[12]

One of the benefits of the parenthetical style is that readers can see from a quick pass that the source, "Parker," was the lead scientist on as many as three studies, giving the reader ample information to conduct his or her own research.

As mentioned earlier, the only downside of this approach is that the reader may sometimes need to scan through several sources before picking up the next line of content. Additionally, many electronic sources do not have clear authorship or publication information, meaning that some entries may become long. Here is a good web resource from the official website for both styles:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

12.4.1 Quick Reference to Author-Date Style

Basic Reference Format (Use the word References instead of Bibliography)
Use periods to separate entries, with parentheses around the publisher information. Entries in footnotes appear in order of use throughout the paper.

> Author's Name (Last then First). Year of Publication. "Article or Chapter Title." Title of the Work as a Whole. City: Publisher's Name. Page numbers.

> Doe, John. 2008. "Articulating Anonymously." A Study of Five Influential Works by Anonymous Authors. 2nd ed. London: Hugh Dunnit Press. 115-131.

Basic Parenthetical Format (In-text citation)
Use a comma to separate the year and the page number.

> (Author's Last Name Year, page number).

> (Doe 2008, 115)

If you cite several works by the same author, indicate the specific work by using a piece of the title.

> (Doe "Articulating" 2008, 115)

Electronic Resources
Electronic resources generally follow the same patterns as their print counterparts. For websites, use the "permanent" link to the source in the citation. In some cases, a resource may use a digital object identifier (DOI). If this happens, place it in the citation instead of the link.

USAICoE Writer's Guide Samples
Below is a shorthand version of a basic print entry. Here, "R" is short for an entry on the References page, while "P" is short for a Parenthetical entry in the text.

R: Doe, John. 2008. "Articulating Anonymously." A Study of Five Influential Works by Anonymous Authors. 2nd ed. London: Hugh Dunnit Press.

P: (Doe 2008, 115)

12.4.2 Listing Authors (Single, Multiple, Organizations, Unknown)

One Author

R: Kingman, Steven. 2010. Pressing the Gateway Reset: *The Rise and Fall of a Computer Empire*. Ruby, IN: Spaulding.

P: (Kingman 2010, 294)

Two or Three Authors

R: Corbett, Edward P.J. and Robert J. Connors. *Classical Rhetoric for the Modern Student*. 4th ed. London: Oxford University Press. 1999.

P: (Corbett and Connors 1999, 36)

R: Jack Flannigan, Tom Ross, and Allen Quinn. 1999. *The Hamilton Doctrine: Executive Powers Implied by Alexander Hamilton's Writings*. Chicago: Beecher.

P: (Flannigan, Ross, and Quinn 1999, 461)

Four or More Authors

R: Bachmann, Milenna, Terrence Hoffman, Lisa Rosen, Serge Romanov, and Ling-Xia Xen. 2011. *Household Communicability Risk Factors in Spores, Molds, and Fungus.* 5th ed. Los Angeles: Turner.

P: (Bachman et al. 2011, 53)

An Organization as Author

R: League of Patriotic Americans. 2001. *Terms of Modern Gun Ownership and Handgun Safety.* Austin, Sandalwood Publishing.

P: (League of Patriotic Americans 2001, 22)

Unknown Author

R: *Primer for Elementary and Early Education in Mathematics*. 1879. Boston.

P: (*Primer* 1879, xiii)

Multiple Works by the Same Author
For multiple entries by the same author, place each entry alphabetically by title, not by year of publication.

Kingman, Steven. Pressing the Gateway Reset: *The Rise and Fall of a Computer Empire*. Ruby, IN: Spaulding, 2010.

——. *Terror, Terabytes, and Terraforming: Following the Rapid Decline of NASA's Circe Program*. Ruby, IN: Spaulding, 2013.

Editor

R: Cootes, Lawrence ed. 2016. "Foreward," *The Collected Works of Isaac Asimov, vol. 1.* New York: Columbia Press.

P: (Cootes 2016, xii)

Editor with Author

R: Asimov, Isaac. 2016. "I, Robot." *The Collected Works of Isaac Asimov.* Edited by Lawrence Cootes. New York: Columbia Press.

P: (Asimov 2016, 419)

Translated Material

R: Dobrev, Arkadi and Illyana Petrov. 2014. *Surviving in the Gulags of Stalin: A Journey Through the Siberian Wilderness in Soviet Russia.* Translated by Michael Garibaldi. London: Oxbow Press.

P: (Dobrev and Petrov 2014, 245)

Editor or Translator Instead of Author

R: Wu, Leonard, trans. 2010. *I Ching: Modern English Translation with Historical Notes*. New York: Penguin.

P: (Wu 2010, 294)

12.4.3 Books (Print, E -Book, Web)

Print

R: Cooper, Marvin. 1999. *The Revolutionary Writer: Studying the Impact of the Lamp Street Movement in Charleston*, 1984. New York: Bedford/St. Martin's.

P: (Cooper 1999, 45)

E-book (Kindle, Website)

R: Clark, J. Ransom. 2015. *American Covert Operations: A Guide to the Issues*. Santa Barbara, California: Praeger, 2015. eBook Collection (EBSCOhost), EBSCOhost (accessed April 13, 2016).

P: (Ransom 2015, 46)

Print Book Digitized in an Online Library (Readable/Downloadable Adobe PDF)
The CW2 Christopher G. Nason MI Library has a wide variety of e-Books available for students to check out. When using this type of source, be sure to include the additional information indicated in the sample below.

R: Author's Name (First then Last). "Article Title." *Title of the Work as a Whole*. Year of original publication: Name of the Online Digital Library, date of Library's last update or "n.d." if unknown. Link to the page.

R: Clark, J. Ransom. 2015. *American Covert Operations: A Guide to the Issues*. Santa Barbara, California: Praeger, 2015. eBook Collection (EBSCOhost), EBSCOhost (accessed April 13, 2016).

P: (Ransom 2015, 46)

Government Document (Laws and Statutes)
This example covers a statute passed by Congress and found online as part of the Congressional record; for additional information on more complicated legal citations, please consult the CMS or Turabian guides.

R: Technology, Education and Copyright Harmonization Act of 2002. Public Law 107-273. *US Government Printing Office*. 116 Stat. 1910 §13301. November 2, 2002, accessed March 3, 2016, https://www.gpo.gov/fdsys/pkg/PLAW-107publ273/pdf/PLAW-107publ273.pdf.

P: (Technology 2002, 116 Stat. 1910 §13301).

12.4.4 Articles, Editorials, and Reference Works

For all print media located by a search in a physical library, use the patterns indicated below for the "In Print" citation example. Because of the widespread availability of articles from newspapers and academic journals in electronic form, students should record the following during their research:

- Access date
- URL
- The DOI, if available
- The commercial database, if used (for example, EBSCOHost, JSTOR, PSYCInfo, etc.)

Each electronic entry will require one or more elements of each, depending on how much information is available.

Article in an academic journal

In Print

R: Smieszek, Timo and Marcel Salathé. 2013. "A Low-Cost Method to Assess the Epidemiological Importance of Individuals in Controlling Infectious Outbreaks." *BMC Medicine* 11.1 (May): 1-8

P: (Smieszek and Salathé 2013, 367)

Web
Record the access date, and if the source has a DOI, include the number at the end of "http://dx.doi.org/" rather than the URL in your browser. Cite the URL if you cannot locate a digital object identifier (DOI); if found using a commercial database, use an access date and the database name instead.

R: Harman, Elizabeth. 2016. "Morally Permissible Moral Mistakes." *Ethics: An International Journal of Social, Political, and Legal Philosophy* 126.2 (January 2016): 366-393. DOI: 10.1086/683539

P: (Harman 2016, 367)

Database
If no DOI is available, list the access date along with the name of the commercial database.

R: Noland, Marcus. 2014. "See No Evil: South Korean Labor Practices in North Korea." *AsiaPacific Issues* 113 (April 2014): 1-8. Accessed April 19, 2016. Academic Search Elite, EBSCOhost.

P: (Noland 2014, 2)

Article in a magazine

In Print

R: Ramirez, Chris. "The Unsustainable Economy: China at the Outset of 2018." *Newsweek*, December 2017, 42-46.

P: (Ramirez 2017, 43)

Web
Record the access date, and if the source has a DOI, include the number at the end of "http://dx.doi.org/" rather than the URL in your browser. Cite the URL if you cannot locate a digital object identifier (DOI); if found using a commercial database, use an access date and the database name instead.

R: Vicious, Jane. 2001. "The Road to Hana." Highroads Magazine, March 2001, http://aaa. highroadsmag.com/2001/ 03/hanaroad /vicious-22304.

P: (Vicious 2001)

Database
If no DOI is available, list the access date along with the name of the commercial database.

R: [16] Hilary Matfess, "Boko Haram's War on Women," *Newsweek Global* 166, no.7 (February 19, 2016): 12- 15, accessed April 19, 2016, Academic Search Elite EBSCOhost.

P: (Matfess 2016, 12-15)

Article in a newspaper

In Print

R: Walker, Saul M. 2011. "Blemishes on the Perfect Face of the Cosmetics Industry." *Los Angeles Times*, January 19, 2011, sec. D.

P: (Walker 2011)

Web

Cite the URL if you cannot locate a digital object identifier (DOI). Use the news organization's homepage address if an article's URL is longer than one line.

R: Green, Lewis. 2002. "Possibilities of a Green Martian Future." *Herald* (Oklahoma City), November 12, 2002, Accessed on March 15, 2014. http://www.oklahomacityherald.com/.

P: (Green 2002)

Database

If no DOI is available, list the access date along with the name of the commercial database.

R: Vanos, Noah. 2016. "Confronting the Realities of a Trump Presidency," *Arizona Daily Star*, March 1, 2016. Accessed April 12, 2016. LexisNexis Academic.

P: (Vanos 2016)

Letter to the Editor

R: Scrubb, Rosemary. Letter to the editor. *Utne Reader*, July 5, 2001. Accessed April 14, 2016. http://www.utnereader.com/.

P: (Scrubb 2016)

Article in a reference work (encyclopedia, dictionary, wiki):

Most general reference works such as encyclopedias and dictionaries do not contain original arguments and employ multiple authors working collectively, so it is not necessary to cite them in the bibliography, only in the parenthetical citations of the document. Only cite notes and bibliographies for reference sources compiled with commentary, original insight, or single editor/authors.

R: Barker, Chris. *The SAGE Dictionary of Cultural Studies*. London: SAGE Publications.

P: (Barker 2014, 316).

12.4.5 Web Sources

Citing an entire website

The amount of information provided by a website varies, but the principles remain the same. Provide the author's name, title of the site, any sponsors, the last date modified (or your date accessed it one isn't on the site) and the URL. Because websites are not traditional publications, CMS/Turabian style does not require using italics.

R: Army Knowledge Online (AKO). 2016. United States Army. Accessed March 26, 2016. http://www. https://www.us.army.mil/.

P: (Army Knowledge Online 2016)

An article or titled segment of a website

R: Klaue, Uriah. 2016. "Shutter Speed and Gamma Adjustments." Photoguide. Last
       modified January 19, 2016. Accessed March 23, 2016.
       http://www.photoguide.com/shutter_gamma/.

P: (Klaue 2016)

A blog post
Blogs typically appear on large host websites published by private authors.
Distinguish between the host site and the blog by italicizing the main website and
adding "blog" after the name in parentheses. Reserve blog posts for commentary
unless authored by an expert or professional investigator.

R: Collins, Deshaun. 2014. "The 'A' Word: Frustrations of an Autism Parent." Neuro-
       Atypical (blog). July 17. http://neuro-atypical.blogspot.com/2014/a-word-
       frustrations-autism-parent.html.

P: (Collins 2014)

A comment on a blog post
Comments on blog posts should only receive a parenthetical citation. Only include a
bibliography reference if the blog has many contributors, such as a blog run by a
government organization, corporation, or news organization.

P: (Autismpop1, July 22, 2014 [2:16am], comment on Collins 2014)

Podcast

R: Cassavetes, Joel, host. "Forensic Analysis of Modern Crime Scenes: Truth vs.
       Fiction." Episode 03. Crime Scene Investigation Realities (Podcast). PBS
       Online Digital Library. June 21, 2014. Accessed March 16, 2016.
       http://csirpod.pbs.org/podcasts/.

12.4.6 Multimedia sources (TV, Movie, Streaming, or Broadcast)

Online audio or video (e.g. YouTube, Snapchat)
Identify the file's extension (.mp4, .aav, etc.) if downloaded.

R: Stewart, Jon. "Jon Stewart, 9-11" (video). Comedy Central. September 18, 2001.
       Accessed March 16, 2016. https://www. youtube.com/watch?v=SXcmc2AZ6ZE.

Published or broadcast interview

R: Cruz, Ted, John Kasich, and Donald Trump. Interview by Anderson Cooper.
       "FULL CNN Republican GOP Town Hall P1: Donald Trump, Ted Cruz, John
       Kasich - March 29, 2016 [FULL]." March 29, 2016. Accessed April 02, 2016.
       https://www. youtube.com/watch?v=4wXDErPyMeg.

Film (DVD, BD, or other)

R**:** Berg, Peter, dir. 2013. *Lone Survivor.* Screenplay by Peter Berg. Featuring Mark Wahlberg and Taylor Kitsch. Emmett/Furla Films. Universal Pictures. BD, 2013.

R: Scott, Tony, dir. 2001. *Spy Game*. Screenplay by Michael Frost Beckner. Featuring Robert Redford and Brad Pitt. Beacon Pictures and Douglas Wick Productions. Universal Pictures. Accessed April 2, 2016. http://movies.netflix.com/.

P: (Berg 2013)

P: (Scott 2013)

Sound recording

R: Beethoven, Ludwig Von. 1963. *9th Symphony* ("Ode to Joy"). Berlin Philharmonic Orchestra. Conducted by Herbert Von Karajan. Deutsche Grammaphone. CD.

P: (Beethoven 1963)

Work of art
Cite major works of art in parenthetical citations only.

P: (Emmanuel Leutze, *Washington Crossing the Delaware*, 1897. Metropolitan Museum of Art)

Performance
Only cite a performance when the actors' specific interpretation elaborates on aspects not found in the source material. This includes behavioral quirks that the actors employ, interactions with set pieces, or unusual interpretations of characters that differ from other historical portrayals. Cite live performances in parenthetical citations only.

P: (*Henry V*, by William Shakespeare, directed by Gregory Doran, Royal Shakespeare Company, London, UK, April 16, 2016)

12.4.7 Personal Communication and Social Media

Personal Communication
Parenthetical citations are enough for personal communications. Because they are unpublished, there is no need to include them in the bibliography.

P: (Beth Leeder, March 30, 2016, e-mail message to author)

Online posting or email

Typically, this category applies to discussion forums and e-mail listservs (formal group email broadcasts to multiple recipients). Again, this will not need a citation on the References page because it is not an official publication. Use quotations from these sources sparingly, as they generally reflect raw, unedited perspectives from the participants. The CMS/Turabian guides consider all other online interactions to be personal communications (see number 30).

P: (Janice Redfern-Lewis, March 03, 2016, e-mail post to Writing Assessment
       listserv).

Facebook post

Because it is not an official publication, there is no need to include Facebook posts in the Bibliography.

N: (Levi Younger's Facebook page, February 12, 2016 [08:45am], accessed March
       30, 2016, https://www.facebook.com/levi. Younger)

Twitter post (tweet)

Because it is not an official publication, there is no need to include Tweets in the References.

P: (Raytheon Company, Twitter post, January 12, 2016 [08:23am], accessed March
       30, 2016, https://twitter.com/Raytheon)

12.4.8 Sample Formatting for Author -Date Style

See next four pages for sample paper format.

Please note, for hard copy documents that are completely unclassified with no caveats, the classification marking is optional per DOD 5200.1R Vol 2 paragraph 5. See the following link for further guidance.

http://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodm/520001_vol2.pdf

Your instructor has the final word.

Under Design, check the box for "Different first page" no page number for the first page

Center the title: separate lines of the title so their length is approximately the same
(1/3 page down from top *ask if a bold title is required)

Rank or Title Last name, first name, middle initial (optional)

Course name and number

Deadline Day Month Year

(Insert a Page Break here to maintain a separation between your title page and page one)

The main section of your paper/essay will begin on page two. Use your tab key to indent your paragraphs. Note that the page number sits centered under the classification marking. Ask your instructor if there should be a number on the title page or if the numbers should appear in another part of the page, like bottom-center. Check your rubric for the placement of the *Bottom Line Up Front* as it relates to the introductory paragraph. Some instructors require it to be the first sentence of the paper.

Your instructor will indicate a specific font and size for your paper. Most format styles indicate a *readable font* is required. Often, Times New Roman or Arial (this example) size 12 pica is preferred.

Chicago/Turabian Style: Parenthetical Citations-Reference List or Author-Date Style looks similar to APA (Albert 2018). It will include your sources in parenthesis with the author's last name, date and the page number, if available after the quoted, paraphrased or summarized information (United States Headquarters 2010, 3). This version will **not** have footnotes. Instead, it will have a References page that has all your sources in ABC order with a hanging indent (Select the area and apply CTRL T).

A thorough handbook such as the Chicago Manual of Style Online (2012), or a recent hard copy will give you formatting support.

You can also contact Tutoring Support (usaicoetutor@gmil.com) for individualized help with your paper. The last page of your document will be a References page (center the word References on the top). You can generate this independently with a guide or use a citation generator. Remember to format your References page by matching the font type and size. Use a hanging indent for each source and put it in ABC order by the first word of each source.

Place curser in required position>Insert>Page Number>Currrent Position>Plain Number
Adjust font

References

Contributor 1 LastName, Contributor 1 FirstName, Contributor 2 Name, and Contributor 3 Name. Year of Publication. "Title of Resource." List the Publishing Organization/Web Site Name. Last edited date. http://Web address for resource.

Albert, Eleanor. 2018. "What's the Status of North Korea's Nuclear Program?" *Council on Foreign Relations*. Last edited April 16, 2018. https://www.cfr.org/ backgrounder /north-koreas-military-capabilities.

Denning, Dorothy. 2018. "North Korea's Growing Criminal Cyber Threat." *The Conversation*. Last edited February 20, 2018. http://theconversation.com/north-koreas-growing-criminal-cyberthreat-89423.

"Missiles of North Korea." 2018. *Missile Threat, Center for Strategic and International Studies*. Last edited April 7, 2018. https://missilethreat.csis.org/ country/dprk/.

United States Headquarters, U.S. Army Training and Doctrine Command. 2010. *TC 7-100 Hybrid Threat*. Washington, DC: Headquarters, Department of the Army. 1-74.

13.　American Psychological Association (APA) Citation Format

The Publication Manual of the American Psychological Association (6th ed.) is a popular choice for the NCO career schools. Because the sixth edition contains new sections on citing electronic sources, students may find it useful in creating their references when researching online.

Additionally, Microsoft (MS) Word employs several electronic features to assist users in tracking sources, creating citations, and inserting a references page.

Breakdown of APA Style

Sources: Publication Manual of the American Psychological Association, 6th ed, (2010) and Diana Hacker's *A Pocket Style Manual,* 7th ed. (2015).

Overview:
- APA uses a parenthetical system for in-text citations
- A list for "References" accompanies any citations
- Full citations contain all publication information for a source
- It is the author's responsibility to integrate citations

What to Expect: Most assignments requiring the use of APA citation format will ask students to create or answer a research question, produce a summary of existing research (a "literature review") and a conclusion.

13.1 "APA Style"

Some aspects of APA Style are contrary to Army writing style. In particular:
- Use of passive voice to create neutrality and remove experimenters or protect sources from activities
- Reporting conclusions at the end of the article
- Presenting findings in order of discovery instead of priority
- Long parenthetical citations which disrupt a single, rapid reading
- Omission of author's full name in references (obscures biographical data)

When in conflict, default to Army writing style.

13.2 APA Citation Basics

In-text citations appear in the body of the work while full citations appear on a "References" page.

APA in-text citations use the **Author-Date format**, which is a parenthetical in-text citation followed by a list of full citations labeled "References" at the end of the document.

13.3 Getting Started: Citation Information

All citation guides require that authors of original work cite any external references throughout the document. Because references contain similar information on authorship and publication, there are many similarities between the requirements of different style guides. Students who master APA style will find that many of the skills will transfer over when crafting documents in MLA or CMS/Turabian.

Researchers should expect to provide some identifying information on every reference entry and will follow similar rules for each subsequent entry. To prepare, students should locate and become ready to provide (as available):

- Author's Name
- Editors, Translators, or reviewers (if applicable)
- The year of publication
- Article Title (if applicable)
- Title of the work [in italics]
- Publisher's main city location (and state for less well-known cities)
- Publisher's name
- The date accessed for web resources ONLY if source material is likely to change over time
- The page numbers or other locator information associated with quotes
- A hyperlink to the page's permanent location (electronic resources only)

APA format for citation stresses the importance of the most recent information. Additionally, the full citation will obscure the author's name and gender to prevent bias.

13.4 APA Style

The benefit of the APA style is that it shows readers how recent the work is. This is especially useful in technical fields where sources are usually experts. However, the trade-off is that a parenthetical citation uses more space on the page, as in the comparison below:

With APA style
A recent study on neurophysiological disorders among infants showed that environmental factors, including pet dander, can lead to respiratory infections more than general cleanliness (Parker & Ramirez, 2016, p. 102). Additionally, prior research into this field showed that pet dander can carry as many as 200 harmful microorganisms (Parker & Ramirez, 2015, p.103; Parker et al., 2014, p.81).

With footnote (footnote/bibliography style)
A recent study on neurophysiological disorders among infants showed that environmental factors, including pet dander, can lead to respiratory infections more than general cleanliness.[11] Additionally, prior research into this field showed that pet dander can carry as many as 200 harmful microorganisms.[12]

The only downside of this approach is that the reader may sometimes need to scan

through several entries before picking up the next line of content.

13.4.1 Quick Reference to APA

Basic Reference Format: *Use periods to separate entries, with parentheses around the year of publication. Entries on the References page appear in alphabetical order. APA style differs from Chicago and Author-Date styles in that the <u>References</u> are <u>double spaced</u> throughout, including between entries.*

Author's last name then first/subsequent initials. (Year of publication). Article or

chapter title. *Title of the work (in italics)*, volume (issue), City: Publisher's

name. Page numbers.

Doe, J. (2008). A study of five influential works by anonymous authors.

Articulating anonymously (2nd ed.) London: Hugh Dunnit Press. 115-131.

Basic Parenthetical Format
Use a comma to separate the year and the page number. For multiple pages, use pp.

(Author's Last Name Year, page number).

(Doe, 2008, p. 115).

Quoting more than once
If you cite the same author several times within the same paragraph, use the page number for each quote without repeating the author's name.

<u>First instance</u>

(Doe, 2008, p.115)

<u>Second instance</u>

(p. 115)

Similarly, if the paragraph already includes a signal phrase with the author's name or publication date, there is no need to include it in the parenthetical citation.

According to Doe's 2008 study, authors writing anonymously are more likely to take risks by exposing political affiliations and strongly held beliefs (p.115).

If paraphrasing without a signal phrase, include the author's name, year, and page containing the quote in the parenthetical citation.

> In most cases, authors writing anonymously are more likely to take risks by exposing political affiliations and strongly held beliefs (Doe, 2008, p.115).

Here, "R" is short for an entry on the References page, while "P" is short for a Parenthetical entry in the text.

R: Doe, John. 2008. "Articulating Anonymously." *A Study of Five Influential Works by Anonymous Authors,* 2nd ed. London: Hugh Dunnit Press.

P: (Doe, 2008)

13.4.2 Listing Authors (Single, Multiple, Organizations, Unknown)

One Author

R: Kingman, S. (2010). *Pressing the gateway reset: The rise and fall of a computer empire*. Ruby, IN: Spaulding.

P: (Kingman, 2010)

Two or Three Authors

R: Corbett, E.P.J., & Connors, R. J. (1999). *Classical rhetoric for the modern student* (4th ed.). London: Oxford University Press.

P: (Corbett & Connors, 1999)

R: Flannigan, J., Ross, T., & Quinn, A. (1999). *The Hamilton doctrine: Executive powers implied by Alexander Hamilton's writings*. Chicago: Beecher.

P: (Flannigan, Ross, & Quinn, 1999) Do this the first time you cite this source. Thereafter, do as follows: (Flannigan et al., 1999)

Four or More Authors

R: Bachmann, M., Hoffman, T., Rosen, L., Romanov, S., & Xen, L. (2011). *Household communicability risk factors in spores, molds, and fungus* (5th ed.). Los Angeles: Turner.

P: **(**Bachmann, Hoffman, Rosen, Romanov, & Xen 2011) Do this the first time you cite this source. Thereafter, do as follows: (Bachmann et al., 2011)

An Organization as Author, Organization as Author and Publisher

R: League of Patriotic Americans. (2001). *Terms of modern gun ownership and handgun safety.* Austin, Sandalwood Publishing.

P: (League of Patriotic Americans, 2001)

R: American Psychological Association. *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

P: (American Psychological Association, 2001)

Unknown Author

R: *Primer for elementary and early education in Mathematics*. (1879). Boston, MA.

P: (*Primer*, 1879)

Multiple Works by the Same Author
For multiple entries by the same author, place each entry chronologically by year of publication, earliest first. For multiple publications in a single year, list them alphabetically by title, adding a letter to each year's entry according to the example below. Use the letters in the in-text citations as well.

Kingman, Steven. (2010). *Pressing the gateway reset: the rise and fall of a computer empire*. Ruby, IN: Spaulding.

Kingman, Steven. (2011). *Terror, terabytes, and terraforming: Following the rapid decline of NASA's Circe program*. Ruby, IN: Spaulding.

Kingman, Steven. (2012a). Modifying the predictive models of business success. *Computers in business*, 67(4), 10-25.

Kingman, Steven. (2012b). Predictive models of business collapse: a review of

the literature. *Computers in business*, 67(3), 110-123.

Editor

R: Cootes, L. (Ed.). (2016). Foreward. *The collected works of Isaac Asimov* (Vol. 1).
New York: Columbia Press.

P: (Cootes, 2016)

Editor with Author
Put the author's name first, then the editor's name.

R: Asimov, I., & Cootes, L. (Ed.). (2016.) I, Robot. *The collected works of Isaac*

Asimov. New York: Columbia Press.

P: (Asimov & Cootes, 2016)

Translated Material

R: Dobrev, A., & Petrov, I. (2014). *Surviving in the gulags of Stalin: A journey*

through the Siberian wilderness in Soviet Russia. (M. Garibaldi, Trans.).

London: Oxbow Press.

P: (Dobrev & Petrov, 2014)

Editor and/or Translator Instead of Author

R: Wu, L. (Ed.). (2010). *I Ching: Modern English Translation with Historical Notes.*

(L. Wu, Trans.). New York: Penguin.

P: (Wu, 2010)

13.4.3 Books (Print, E -Book, Web)

Print

R: Cooper, M. (1999). *The revolutionary writer: Studying the impact of the Lamp*

Street movement in Charleston, 1984. New York: Bedford/St. Martin's.

P: (Cooper, 1999)

E-book (Kindle, Website)

R: Clark, J. R. (2015). *American covert operations: A guide to the issues*. [Kindle

   version]. Retrieved from Amazon.com.

P: (Clark, 2015)

Print Book Digitized in an Online Library (Readable/Downloadable Adobe PDF)
The CW2 Christopher G. Nason MI Library has a wide variety of e-Books available
for students to check out. When using an e-Book source from the library, be sure to
include the additional information indicated in the sample below.

R: Clark, J. R. (2015). *American covert operations: A guide to the issues*. [EBSCO

   host e-book version]. Retrieved from https://www.ikn.army.mil/apps/MILibrary.

P: (Clark, 2015)

13.4.4 Government Documents

Regulations

R: U.S. Department of the Army. (2013). *Preparing and Managing Correspondence:*

   Army regulation 25-50. Retrieved from

   http://www.apd.army.mil/pdffiles/r25_50.pdf

P: (U.S. Department of the Army, 2013)

Field Manuals

R: Headquarters, Department of the Army. (1994). *Sniper training* (FM 23-10).

   Retrieved from https://archive.org/stream/milmanual-fm-23-10-sniper-

   training/fm_23-10_sniper_training_djvu.txt

P: (Headquarters, Department of the U.S. Army, 1994)

Federal Law (Enacted Statute)
This example covers a statute passed by Congress and found online as part of the
Congressional record; for additional information on more complicated legal citations,

R: Technology, Education and Copyright Harmonization Act of 2002. Publ. L. 107-

    273. 116 Stat. 1910 §13301. (2002).

P: (Technology, Education and Copyright Harmonization Act, 2002)

13.4.5 Articles, Editorials, and Reference Works

Article in an academic journal

In Print

R: Smieszek, T., & Salathé, M. (2013). A low-cost method to assess the

    epidemiological importance of individuals in controlling infectious outbreaks.

    BMC Medicine, 11(1), 1-8.

P: (Smieszek & Salathé, 2013)

Web
If the source has a DOI, include the number at the end of the entry. Cite the URL's home page if you cannot locate a digital object identifier (DOI). If you discovered the source using a commercial database, use the database name instead. You do not need to write "Retrieved from" if you have a DOI.

R: Harman, E. (2016). Morally permissible moral mistakes. *Ethics: An International*

    Journal of Social, Political, and Legal Philosophy, 126(2), 366-393. doi:

    10.1086/683539

P: (Harman, 2016)

Database
If no DOI is available, list the name of the commercial database.

R: Noland, M. (2014). See no evil: South Korean labor practices in North Korea.

    Asia-Pacific Issues 113(1), 1-8. Retrieved from http://search.ebscohost.com

P: (Noland, 2014)

Article in a magazine

In Print
Include the month of the magazine publication in the "date" field.

R: Matesi, A. (2001, December). Living well. *Professional Builder*, 66, 40-50.

P: (Matesi, 2001)

Web
If the source has a DOI, include the number at the end of "http://dx.doi.org/" rather than the URL in your browser. Cite the URL if you cannot locate a digital object identifier (DOI). If found using a commercial database, use the database name instead.

R: Grynbaum, M.M. (2008, September 4). A market decline in search of a reason.

   New York Times Magazine. Retrieved from

   http://www.nytimes.com/pages/magazine/index

P: (Grynbaum, 2008)

Database
If no DOI is available, list the URL with the name of the commercial database.

R: Matfess, H. (2016, February 19). Boko Haram's war on women. *Newsweek*

   Global 166(7) 12-15. Retrieved from http://search.ebscohost.com/

P: (Matfess, 2016)

Article in a newspaper

In Print

R: Walker, S.M. (2011, January 19). Blemishes on the perfect face of the cosmetics

   industry. *Los Angeles Times,* pp. D1, D3.

P: (Walker, 2011)

Web
Cite the URL if you cannot locate a digital object identifier (DOI).

R: Green, L. (2002, November 12). Possibilities of a green Martian future. *Herald*

   (Oklahoma City)*,* Retrieved from http://www.oklahomacityherald.com/

P: (Green, 2002)

Database
If no DOI is available, list the name of the commercial database.

R: Vanos, N. (2016, March 1). Confronting the realities of a Trump presidency.

   Arizona Daily Star, Retrieved from http://www.lexisnexis.com/

P: (Vanos, 2016)

Letter to the Editor
If the publisher placed the letter online, follow the guidelines for a regular newspaper article. If the letter has no title, place "Letter to the editor" in brackets instead.

R: Scrubb, R. (2001, July 5). [Letter to the editor]. *Utne Reader*. Retrieved from

   http://www. utnereader.com/

P: (Scrubb, 2016)

Article in a reference work (encyclopedia, dictionary)
Cite dictionary or encyclopedia entries beginning with the word or article in the citation. If retrieved online and the website does not include a year for the dictionary edition, use "n.d." in the parenthesis.

R: Alpha. (2003). In *Merriam-Webster's dictionary* (11th ed.). Springfield, MA:

   Merriam-Webster.

R: Kinetic. (n.d.). *Merriam-Webster's online dictionary* (11th ed)*.* Retrieved from

   http://www.merriam-webster.com/dictionary/communism

P: (Kinetic, n.d.).

13.4.6 Web Sources

Citing an entire website

The APA does not require a Reference entry when citing an entire website. Instead, include the abbreviated website in the parenthetical, in-text citation.

P: (https://www.us.army.mil/)

An article or titled segment of a website

R: Klaue, U. (2016, January 19). Shutter speed and Gamma adjustments.

    Photoguide. Retrieved from http://www.photoguide.com/shutter_gamma/

P: (Klaue, 2016)

A blog post
Blogs typically appear on large host websites published by private authors.
Distinguish between the host site and the blog by italicizing the main website and
adding "blog post" after the name in parentheses.

R: Collins, D. (2014). The 'A' word: Frustrations of an Autism parent. *Neuro-Atypical*

    [Blog post]. http://neuro-atypical.blogspot.com/2014/a-word-frustrations-autism-

    parent.html

P: (Collins, 2014)

A comment on a blog post

R: Autismpop1. (2014, July 22). Re: The 'A' word: Frustrations of an Autism parent

    [Blog comment]. Retrieved from http://neuro-atypical.blogspot.com/2014/a-

    word-frustrations-autism-parent.html

P: (Autismpop1, 2014)

Podcast
Like other periodicals, include all available information on the publication date.

R: Cassavetes, J. (2014, June 21). *Forensic analysis of modern crime scenes: Truth*

    vs. fiction. [Video Podcast]. Retrieved from http://csirpod.pbs.org/podcasts/

P: (Cassavetes, 2014)

13.4.7 Multimedia sources (TV, Movie, Streaming, or Broadcast)

Online audio or video (e.g. YouTube, Snapchat)

R: Stewart, J. (2001, September 18). *Jon Stewart, 9-11* (Video file). Retrieved from

https://www.youtube.com/watch?v=SXcmc2AZ6ZE

P: (Stewart, 2001)

Film (DVD, BD, or other):
Identify the method of viewing either as "Motion picture," "video file," "DVD," or "BD" based on whether you viewed it in a movie theater, downloaded the video file, or watched it on a home theater disc.

R: Berg, P. (Director). (2013). *Lone survivor.* [Motion Picture]. Los Angeles, CA:

Universal Pictures.

P: (Berg 2013)

R: Scott, T. (Director). (2001). *Spy game.* [BD]. Los Angeles, CA: Universal

Pictures. Accessed April 2, 2016. http://movies.netflix.com/

P: (Scott 2013)

13.4.8 Personal Communication and Social Media

Personal Communication
Parenthetical citations are sufficient for personal communications. Because they are unpublished, there is no need to include them in the bibliography.

P: (B. Leeder, personal communication, March 30, 2016)

Online posting or email
Cite all online postings or emails in the same manner as a Personal Communication unless the message has appeared in an archive.

R: Redfern-Lewis, J. (2016, March 03). Writing assessment methods and practice

[Electronic mailing list message]. Retrieved from

https://www.arizona.edu/records/archives.

P: (Redfern-Lewis, 2016)

13.4.9 Sample Formatting for APA Style

See next four pages for sample paper format. Please note, for hard copy documents that are completely unclassified with no caveats, the classification marking is optional

per DOD 5200.1R Vol 2 paragraph 5.

http://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodm/520001_vol2.pdf

Your instructor has the final word.

Full Title of Research Paper Centered, Approximately 1/3 Down From the Top

[Rank] Soldier's Name

Course Designation

Deadline

Author Note

If required (*ask your instructor), this will include the specific course requiring the paper, the

instructor who assigned it, and any special recognition for research sources or participants.

Abstract

If required, the Abstract Section will be a concise, single-paragraph summary of your paper's purpose, main points, method, findings, and conclusions. Often, this is best written after the paper is complete. The Abstract is not indented on the first line and may not serve to introduce acronyms (RADAR, LASER), abbreviations (CPT, MG) or initialisms (NETCOM, NASA) for the body of the paper.

Keywords:

Full Title Centered and Plain

Bold Main Section, Centered (Optional)

Sub-Heading, Bold, Left-Aligned

Tab the first sentence for indent (should be ½ inch, usually pre-set for most keyboards) to begin the introductory paragraph of your research paper. Avoid using the heading "Introduction" at the start of your paper. Your first sentence should immediately follow the title. Remember to set your font to the required type and size, often Times New Roman or Arial size 12.

As the paper develops, incorporate your research. Some evidence will take the form of direct quotes that "cite the original source word for word" (Jackson & Simon, 2011, p. 3). Other borrowed ideas from your research will be put into your own words, and that paraphrased (longer) or summarized (shorter) material must also be cited in-text. Even if your information came from a website without an author, you must cite that source appropriately (Corporation, 2012). Longer quoted material that is 40 words or longer will need a block quote format. After introducing your quote use a colon:

> Then, indent each line of the direct quote. Remove the quotation marks and place the parenthetical citation outside of the period at the end of the quote. Remember to check with your instructor or consult the appropriate rubric about the ratio of quoted, paraphrased, or summarized material when comparing the number of words that make up your own analysis. (Rice, Jensen, & Leiterman, 2018, p. 35)

Continue discussing the significance of your quote before moving onto your next paragraph.

At the end of your paper, you will list all of your sources in a References page. The References page begins on a new page and must be in ABC order. Refer to a more comprehensive APA guide online or hard-copy for more detailed formatting.

References

Corporation. (2012). *Company brochure: Available online*. Retrieved August 27, 2012 from

http://www.corporationxyz.brochure/pdf

Jackson, A. B., & Simon, C. D. (2011). *Sample print book title*. Boston, MA: Publisher.

Rice, E., Cooper, F., Jensen, G. H., & Lieterman, I. (2018). Sample title: Of an invented

journal article. *Military Designs, 14*(7), 34-41. doi: 10.1056/j.cit.2012.08.034

14. Assessment Samples Demonstrating the USAICoE Standard

The following pages contain samples of student writing from the NCO Academy and MI Captain's Career Course (MICCC), modified by the editors to exemplify strong and weak aspects of the USAICoE Standard Skills.

Assessment Samples Demonstrating the USAICoE Standard

Overview: Each version of highlighting shows the portions of the student paper that demonstrate a key skill. Skills frequently overlap; for example, finding the main point frequently shows the student's argument, meaning that highlights for Analysis and Purpose will share sections. The darker the highlighting, the better the section was at demonstrating the skill. No highlighting meant that the skill did not apply to that section.

What to Expect: The rubric frequently shows patterns or issues; the USAICoE Writing Program encourages instructors to count patterns as a single problem instead of multiple errors. Additionally, all feedback should be a starting point for beginning a dialogue about improvement.

During the Senior and Advanced Leadership Course (SLC/ALC), students use the leadership philosophy exercise to build critical thinking skills and practice for a formal writing assessment.

The Hybrid Threat assignment is a MICCC requirement to practice research and analysis.

14.1 Leadership Philosophy Assignment

A leadership philosophy statement is a document that records a leader's priorities and expectations. Depending on the audience, a leadership philosophy may have to include a blend of information. The list below covers the most commonly covered themes:
1. Leadership vision statement
2. Expectations (self, subordinates, unit)
3. Command priorities
4. Lessons learned from experience
5. Lessons learned from other leaders
6. Strategy for conflict resolution
7. Alignment to NCO and Army values
8. Professional development activities
9. Personal or professional goals
10. Leadership experience or posts including prior military duty positions and assignments

14.1.1 Assessment

What follows is a student sample of a leadership philosophy. While looking at the assessment notes from the grader, keep in mind ~~that~~ this paper was part of a course, not necessarily a formal leadership position.

Positives
The paper received high marks on delivering a bottom line up front and for frontloading throughout.

Negatives
Several sentences exceeded the concision benchmarks. The grader also noted redundant sections.

Other
This assignment did not apply the Analysis criteria for grading because a Leadership Philosophy does not present analysis.

14.1.2 Leadership Philosophy Sample: Original

Leadership Philosophy: SSG Jonathan Rowe–18 JAN 2016

To be clear, my leadership philosophy is simple: success is not an accident or an event—it is a habit. Experience shows that wisdom forms only from learning from mistakes and anticipating winning strategies for future challenges. Doing this consistently—without lapsing—creates a long-term habit of processing all experiences in continuous refinement. As such, I apply this philosophy into three main leadership priorities: achieving what I expect from myself, clarifying what others can expect from me, and modeling what I expect from others.

No one is a tougher critic of my performance than I am; as such, I am constantly seeking ways to improve and further develop every aspect of technical proficiency and leadership. As a leader, I spend time each day focusing on three personal objectives: 1) to seek out opportunities to improve, 2) own and learn from mistakes, and 3) do these with a good attitude. Shining a light on personal or performance faults is neither fun nor automatic; however, it is the best way to hold oneself accountable to personal goals, the team, and the mission. And while it may be impossible to control the circumstances of life, I can control my reaction to them by maintaining a good attitude and professionalism.

There are several things that my subordinates can expect from me. In my opinion, a leader should be the standard bearer. As such, while I fully acknowledge that I am far from perfect, my subordinates can expect me to set a positive example to the best of my ability. I do not bluff or present speculation as fact; if I do not know the answer, I will let you know and we will find it together. I will clearly communicate with my subordinates all the information and instructions they need to accomplish their tasks. I will refrain from asking my subordinates to do anything I have not done or would not do. Lastly, subordinates can expect me to be fair and impartial in all aspects of my leadership. If you report to me, know that you will have a blank slate and my full trust, regardless of past mistakes --all I care about is your performance once you arrive. I will always treat you as a competent and trustworthy peer until there is cause to treat you otherwise.

While there are many things I expect from my subordinates, the quality I value above all is habitual honesty. Simply put, I cannot always predict the needs of others or sense when there are underlying complications standing in the way of accomplishing the task at hand. Open communication allows me to anticipate and address the issues at hand, whether they are personal or professional. I expect subordinates to be vocal when they have ideas on how to improve something, my way is not always the best way and I am receptive of that. Additionally, I value subordinates that have the personal courage to tell me when I am wrong and are not afraid to provide solicited and unsolicited objective feedback that I can use to further improve and develop myself.

I have full confidence that we will—as a team—overcome any challenge in front of us if we hold to these values with integrity. If we hold ourselves accountable to our highest aspirations of professionalism, and we conduct ourselves in a manner that brings honor and credit to the Army, then we will be a unit that leads by example. This kind of success comes in the day-by-day activities that we do to build up ourselves and others as better

Soldiers and professionals. I look forward to working with you.

14.1.3 Leadership Philosophy Sample with Skill Markups

> **PURPOSE:** A strong sense of purpose starts with clearly stating the main point in the document (for example, within the title and thesis) and following each section with good topic sentences that tie in with the main point and move the argument along. Below, the main points for the paper are in dark highlighting, while the weaker points are in light blue.

To be clear, my leadership philosophy is simple: success is not an accident or an event—it is a habit. Experience shows that wisdom forms only from learning from mistakes and anticipating winning strategies for future challenges. Doing this consistently—without lapsing—creates a long-term habit of processing all experiences in continuous refinement. As such, I apply this philosophy into three main leadership priorities: achieving what I expect from myself, clarifying what others can expect from me, and modeling what I expect from others.

No one is a tougher critic of my performance than I am; as such, I am constantly seeking ways to improve and further develop every aspect of technical proficiency and leadership. As a leader, I spend time each day focusing on three personal objectives: 1) to seek out opportunities to improve, 2) own and learn from mistakes, and 3) do these with a good attitude. Shining a light on personal or performance faults is neither fun nor automatic; however, it is the best way to hold oneself accountable to personal goals, the team, and the mission. And while it may be impossible to control the circumstances of life, I can control my reaction to them by maintaining a good attitude and professionalism.

There are several things that my subordinates can expect from me. In my opinion, a leader should be the standard bearer. As such, while I fully acknowledge that I am far from perfect, my subordinates can expect me to set a positive example to the best of my ability. I do not bluff or present speculation as fact; if I do not know the answer, I will let you know and we will find it together. I will clearly communicate with my subordinates all the information and instructions they need to accomplish their tasks. I will refrain from asking my subordinates to do anything I have not done or would not do. Lastly, subordinates can expect me to be fair and impartial in all aspects of my leadership. If you report to me, know that you will have a blank slate and my full trust, regardless of past mistakes --all I care about is your performance once you arrive. I will always treat you as a competent and trustworthy peer until there is cause to treat you otherwise.

While there are many things I expect from my subordinates, the quality I value above all is habitual honesty. Simply put, I cannot always predict the needs of others or sense when there are underlying complications standing in the way of accomplishing the task at hand. Open communication allows me to anticipate and address the issues at hand, whether they are personal or professional. I expect subordinates to be vocal when they have ideas on how to improve something, my way is not always the best way and I am receptive of that. Additionally, I value subordinates that have the personal courage to tell me when I am wrong and are not afraid to provide solicited and unsolicited objective feedback that I can use to further improve and develop myself.

I have full confidence that we will—as a team—overcome any challenge in front of us if we hold to these values with integrity. If we hold ourselves accountable to our highest aspirations of professionalism, and we conduct ourselves in a manner that brings honor and credit to the Army, then we will be a unit that leads by example. This kind of success comes in the day-by-day activities that we do to build up ourselves and others as better Soldiers and professionals. I look forward to working with you.

> *Assessment Notes for Purpose:* SSG Rowe has an excellent BLUF statement in his first sentence that plainly states his leadership philosophy. His transition in the last sentence to leadership priorities creates a solid forecast for the remaining essay. From there, he sticks to this forecast four out of five times, lapsing only once with a very vague topic sentence which he does not follow up until the last sentences.
>
> *Recommended Scoring:* While the paragraph three opener is not as strong, it does forecast the paragraph; lacking the statement would have resulted in a 4. **Score: 5/5**

> **ANALYSIS:** Claims (arguments), topic sentences, and explanations of evidence are usually the best places to spot analysis. Additionally, a good title should hint at the analysis as well. Below, the dark highlighting shows the strongest claims/analysis statements, and the pale highlighting shows the moderate areas.

To be clear, my leadership philosophy is simple: success is not an accident or an event—it is a habit. Experience shows that wisdom forms only from learning from mistakes and anticipating winning strategies for future challenges. Doing this consistently—without lapsing—creates a long-term habit of processing all experiences in continuous refinement. As such, I apply this philosophy into three main leadership priorities: achieving what I expect from myself, clarifying what others can expect from me, and modeling what I expect from others.

No one is a tougher critic of my performance than I am; as such, I am constantly seeking ways to improve and further develop every aspect of technical proficiency and leadership. As a leader, I spend time each day focusing on three personal objectives: 1) to seek out opportunities to improve, 2) own and learn from mistakes, and 3) do these with a good attitude. Shining a light on personal or performance faults is neither fun nor automatic; however, it is the best way to hold oneself accountable to personal goals, the team, and the mission. And while it may be impossible to control the circumstances of life, I can control my reaction to them by maintaining a good attitude and professionalism.

There are several things that my subordinates can expect from me. In my opinion, a leader should be the standard bearer. As such, while I fully acknowledge that I am far from perfect, my subordinates can expect me to set a positive example to the best of my ability. I do not bluff or present speculation as fact; if I do not know the answer, I will let you know and we will find it together. I will clearly communicate with my subordinates all the information and instructions they need to accomplish their tasks. I will refrain from asking my subordinates to do anything I have not done or would not do. Lastly, subordinates can expect me to be fair and impartial in all aspects of my leadership. If you report to me, know that you will have a blank slate and my full trust, regardless of past mistakes --all I care about is your performance once you arrive. I will always treat you as a competent and trustworthy peer until there is cause to treat you otherwise.

While there are many things I expect from my subordinates, the quality I value above all is habitual honesty. Simply put, I cannot always predict the needs of others or sense when there are underlying complications standing in the way of accomplishing the task at hand. Open communication allows me to anticipate and address the issues at hand, whether they are personal or professional. I expect subordinates to be vocal when they have ideas on how to improve something, my way is not always the best way and I am receptive of that. Additionally, I value subordinates that have the personal courage to tell me when I am wrong and are not afraid to provide solicited and unsolicited objective feedback that I can use to further improve and develop myself.

I have full confidence that we will—as a team—overcome any challenge in front of us if we hold to these values with integrity. If we hold ourselves accountable to our highest aspirations of professionalism, and we conduct ourselves in a manner that brings honor and credit to the Army, then we will be a unit that leads by example. This kind of success comes in the day-by-day activities that we do to build up ourselves and others as better Soldiers and professionals. I look forward to working with you.

Assessment Notes for Analysis: [Note: Use of Analysis category not recommended for Leadership Philosophy Papers] Leadership philosophy statements are not analytic; authors may make broad, generalized claims without needing to defend these claims with data. Additionally, the document identifies command priorities rather than persuasive argument. The document will be heavy on opinion, summary, and claims.

Scoring Recommendations: Only use the Analysis category when measuring analytic thinking. If the paper includes evidence to defend the opinions/claims, then the Analysis category will apply. If not, disregard this section and adjust scoring as needed.

VOICE: The Army prefers the use of active voice over passive constructions and expects perfect grammar. Below, passages with grammar problems or passive voice appear in tan highlighting. Each passive voice sentence has its verb underlined. *NOTE: This example has no obvious grammatical errors but does demonstrate a style issue that impacts both Voice and Concision.*

To be clear, my leadership philosophy is simple: success is not an accident or an event—it is a habit. Experience shows that wisdom forms only from learning from mistakes and anticipating winning strategies for future challenges. Doing this consistently—without lapsing—creates a long-term habit of processing all experiences in continuous refinement. As such, I apply this philosophy into three main leadership priorities: achieving what I expect from myself, clarifying what others can expect from me, and modeling what I expect from others.

No one is a tougher critic of my performance than I am; as such, I am constantly seeking ways to improve and further develop every aspect of technical proficiency and leadership. As a leader, I spend time each day focusing on three personal objectives: 1) to seek out opportunities to improve, 2) own and learn from mistakes, and 3) do these with a good attitude. Shining a light on personal or performance faults is neither fun nor automatic; however, it is the best way to hold oneself accountable to personal goals, the team, and the mission. And while it may be impossible to control the circumstances of life, I can control my reaction to them by maintaining a good attitude and professionalism.

There are several things that my subordinates can expect from me. In my opinion, a leader should be the standard bearer. As such, while I fully acknowledge that I am far from perfect, my subordinates can expect me to set a positive example to the best of my ability. I do not bluff or present speculation as fact; if I do not know the answer, I will let you know and we will find it together. I will clearly communicate with my subordinates all the information and instructions they need to accomplish their tasks. I will refrain from asking my subordinates to do anything I have not done or would not do. Lastly, subordinates can expect me to be fair and impartial in all aspects of my leadership. If you report to me, know that you will have a blank slate and my full trust, regardless of past mistakes --all I care about is your performance once you arrive. I will always treat you as a competent and trustworthy peer until there is cause to treat you otherwise.

While there are many things I expect from my subordinates, the quality I value above all is habitual honesty. Simply put, I cannot always predict the needs of others or sense when there are underlying complications standing in the way of accomplishing the task at hand. Open communication allows me to anticipate and address the issues at hand, whether they are personal or professional. I expect subordinates to be vocal when they have ideas on how to improve something, my way is not always the best way and I am receptive of that. Additionally, I value subordinates that [who] have the personal courage to tell me when I am wrong and are not afraid to provide solicited and unsolicited objective feedback that I can use to further improve and develop myself.

I have full confidence that we will—as a team—overcome any challenge in front of us if we

hold to these values with integrity. If we hold ourselves accountable to our highest aspirations of professionalism, and we conduct ourselves in a manner that brings honor and credit to the Army, then we will be a unit that leads by example. This kind of success comes in the day-by-day activities that we do to build up ourselves and others as better Soldiers and professionals. I look forward to working with you

Assessment Notes for Voice: The author does an excellent job of remaining in active voice and staying away from grammatical problems. There was only one instance of pronoun confusion (using a demonstrative pronoun, 'that,' instead of a relative pronoun, 'who'. While not technically wrong, there was one sentence that used a complex verb pairing negative verbs ("not afraid") with infinitive and participial phrases ("to provide"; "solicited and unsolicited feedback"). For revision, pull the redundant phrases to clean up verbs.

Scoring Recommendations: There are no patterns of problems and only two instances of individual error/style issues. Score: 5/5.

CONCISION: Assignments have different requirements for concision. The principle remains the same: keep your document, paragraphs, bullet lists, and sentences as short as possible. The Leadership Philosophy assignment states that sentences must average no more than 24-32 words, paragraphs no more than 12 lines, and the assignment no longer than 2 pages. Dark gray highlighting below shows areas exceeding the limit; light gray highlighting shows areas with inflated phrases.

To be clear, my leadership philosophy is simple: success is not an accident or an event—it is a habit. Experience shows that wisdom forms only from learning from mistakes and anticipating winning strategies for future challenges. Doing this consistently—without lapsing—creates a long-term habit of processing all experiences in continuous refinement. As such, I apply this philosophy into three main leadership priorities: achieving what I expect from myself, clarifying what others can expect from me, and modeling what I expect from others.

No one is a tougher critic of my performance than I am; as such, I am constantly seeking ways to improve and further develop every aspect of technical proficiency and leadership. As a leader, I spend time each day focusing on three personal objectives: 1) to seek out opportunities to improve, 2) own and learn from mistakes, and 3) do these with a good attitude. Shining a light on personal or performance faults is neither fun nor automatic; however, it is the best way to hold oneself accountable to personal goals, the team, and the mission. And while it may be impossible to control the circumstances of life, I can control my reaction to them by maintaining a good attitude and professionalism.

There are several things that my subordinates can expect from me. In my opinion, a leader should be the standard bearer. As such, while I fully acknowledge that I am far from perfect, my subordinates can expect me to set a positive example to the best of my ability. I do not bluff or present speculation as fact; if I do not know the answer, I will let you know and we will find it together. I will clearly communicate with my subordinates all the information and instructions they need to accomplish their tasks. I will refrain from asking my subordinates to do anything I have not done or would not do. Lastly, subordinates can expect me to be fair and impartial in all aspects of my leadership. If you report to me, know that you will have a blank slate and my full trust, regardless of past mistakes --all I care about is your performance once you arrive. I will always treat you as a competent and trustworthy peer until there is cause to treat you otherwise.

While there are many things I expect from my subordinates, the quality I value above all is habitual honesty. Simply put, I cannot always predict the needs of others or sense when there are underlying complications standing in the way of accomplishing the task at hand. Open communication allows me to anticipate and address the issues at hand, whether they are personal or professional. I expect subordinates to be vocal when they have ideas on how to improve something, my way is not always the best way and I am receptive of that. Additionally, I value subordinates that have the personal courage to tell me when I am wrong and are not afraid to provide solicited and unsolicited objective feedback that I can

use to further improve and develop myself.

I have full confidence that we will—as a team—overcome any challenge in front of us if we hold to these values with integrity. If we hold ourselves accountable to our highest aspirations of professionalism, and we conduct ourselves in a manner that brings honor and credit to the Army, then we will be a unit that leads by example. This kind of success comes in the day-by-day activities that we do to build up ourselves and others as better Soldiers and professionals. I look forward to working with you.

Assessment Notes for Concision: All but two sentences within the paper stay within the 32 words/sentence cutoff. There are two instances where the author goes over the limit. While not technically incorrect, the three "I will" statements in paragraph 3 could combine into a single, compressed idea.

Scoring Recommendations: Two sentences (written units) exceed the cap. **Score: 3/5.** [Note: Concision requirements will vary based on assignment; instructors should document specific length requirements)

To be clear, my leadership philosophy is simple: success is not an accident or an event—it is a habit. Experience shows that wisdom forms only from learning from mistakes and anticipating winning strategies for future challenges. Doing this consistently—without lapsing—creates a long-term habit of processing all experiences in continuous refinement. As such, I apply this philosophy into three main leadership priorities: achieving what I expect from myself, clarifying what others can expect from me, and modeling what I expect from others.

No one is a tougher critic of my performance than I am; as such, I am constantly seeking ways to improve and further develop every aspect of technical proficiency and leadership. As a leader, I spend time each day focusing on three personal objectives: 1) to seek out opportunities to improve, 2) own and learn from mistakes, and 3) do these with a good attitude. Shining a light on personal or performance faults is neither fun nor automatic; however, it is the best way to hold oneself accountable to personal goals, the team, and the mission. And while it may be impossible to control the circumstances of life, I can control my reaction to them by maintaining a good attitude and professionalism.

There are several things that my subordinates can expect from me. In my opinion, a leader should be the standard bearer. As such, while I fully acknowledge that I am far from perfect, my subordinates can expect me to set a positive example to the best of my ability. I do not bluff or present speculation as fact; if I do not know the answer, I will let you know and we will find it together. I will clearly communicate with my subordinates all the information and instructions they need to accomplish their tasks. I will refrain from asking my subordinates to do anything I have not done or would not do. Lastly, subordinates can expect me to be fair and impartial in all aspects of my leadership. If you report to me, know that you will have a blank slate and my full trust, regardless of past mistakes—all I care about is your performance once you arrive. I will always treat you as a competent and trustworthy peer until there is cause to treat you otherwise.

While there are many things I expect from my subordinates, the quality I value above all is habitual honesty. Simply put, I cannot always predict the needs of others or sense when there are underlying complications standing in the way of accomplishing the task at hand. Open communication allows me to anticipate and address the issues at hand, whether they are personal or professional. I expect subordinates to be vocal when they have ideas on how to improve something, my way is not always the best way and I am receptive of that. Additionally, I value subordinates that have the personal courage to tell me when I am wrong and are not afraid to provide solicited and unsolicited objective feedback that I can use to further improve and develop myself.

I have full confidence that we will—as a team—overcome any challenge in front of us if we hold to these values with integrity. If we hold ourselves accountable to our highest aspirations of professionalism, and we conduct ourselves in a manner that brings honor and credit to the Army, then we will be a unit that leads by example. This kind of success comes in the day-by-day activities that we do to build up ourselves and others as better Soldiers and professionals. I look forward to working with you

Assessment Notes for Accuracy: This is a very clean document for spelling, mechanics, punctuation and formatting (NOTE: instructors condensed the line spacing). There is one minor punctuation problem here (use of a comma instead of an em-dash. While not technically wrong, SSG Rowe does rely heavily on emphatics using commas and dashes. Recommend cutting down to no more than one per paragraph.

Scoring Recommendations: Clean copy with only one error (no patterns).

Score: 5/5

Leadership Philosophy Student Name: *SSG Jonathan Rowe*

USAICoE Writing Standards–Assignment Scoring Sheet: Leadership Philosophy						
Required U.S. Army Standards and Techniques	**6**	**5**	**4**	**3**	**2**	**1**
Purpose: The specific reason explaining why the document, correspondence, or report is necessary.	X					
Analysis: Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.					N/A	
Voice: Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.	X					
Concision: The ability to infuse the greatest amount of information into the least amount of words.		X				
Accuracy: 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.	X					
Additional Criteria: N/A						
Additional Criteria: N/A						
Points Awarded for **Peer Review Participation** (Optional)	COMPLETE			INCOMPLETE		
Total Point Value: 23/24	18	5				
Average Score: 5.75, 96%						

Student Pre-Assessment Comments: *N/A for this assignment.*	Instructor Comments: Strengths: Strong purpose created by straightforward philosophy statement; excellent forecasting for most paragraphs and in topic sentences. Readers will appreciate the breakdown of your stated priorities and the systematic breakdown. Weaknesses: The third paragraph loses steam with a weak topic sentence; it's the equivalent of, "Let me tell you three things," instead of actually doing so. Sentences pulled to the high end of the percentage, and paragraph three included some repetitive subjects that you could combine. Otherwise, solid paper.

14.2 Grammar Reference and APA Formatting Style Sheet

Common Patterns of Error – Below is a list of frequently occurring trouble spots in writing. For quick reference, the page numbers correspond to Hacker and Sommer's *A Pocket Style Manual, 7*th Ed., indicating where to find explanations and examples for each area.

VOICE:
Active verbs (5-7)
Active vs. Passive voice (6-7, 50, 298)
Agreement of subject and verb (22-26)
Dangling modifiers (13-14)
Fragments, sentence (42-44)
Misplaced modifiers (12-15)
Mixed constructions (11-12)
Parallelism (7-8)
Pronoun-antecedent agreement (32-34)
Pronoun reference, ambiguous (34-36)
Run-on (fused) sentences (44- 47)
Shifts in verb tense (10,122)

CONCISION:
Redundancies (4-5)
Inflated Phrases (4-5)
Overly Complex (5)

ACCURACY:
Apostrophe (67-70)
    In contractions (69)
    In possessives (68)
    Misuse of (70)
Capitalization (79-81)
    In quotations (81)
    In titles (80, 136, 286)
Colon (66-67)
Comma use (56-64)
    In a series (58)
    Unnecessary (63-64)
    With transitional expressions (61)
Dashes (75) Hyphen (88-89)
Numbers (83-84)
Punctuation at the end of quotations (71-73)
Semicolon (64-66)
Slang (19)
Usage problems (288-97)

14.2.1 Documentation-American Psychological Association (APA)

In-Text Citations (Parenthetical References) (See *A Pocket Style Manual,* 7th ed., sections 36B, 37A and 37B)

- Include citations **for all borrowed material**—quotations, summaries, paraphrases, and ideas.
    - Limit your use of quotations (APA 37a - 180-81)
    - Use the correct format: in-text citations and references (APA 38a - 184-91)
    - Use a list of references, modifying citations as appropriate (APA 38b - 191-217)
    - Put summaries and paraphrases in your own words (APA 36c - 179-80)
    - Enclose language in quotation marks or in a block quotation (APA 36b - 178-79)
    - Integrate citations smoothly with ellipsis marks and brackets as needed (APA 37a - 180-81)
- Use signal phrases to introduce all borrowed material, especially quotations. (APA 37b - 182-83)
- Handle end punctuation correctly: e.g. "last words of quotation."2 (APA 38a 185-86)

Bibliography (See Hacker section APA 38B, along with model essays, 222-229)

- Use a separate sheet with the proper title: References.
- Arrange entries alphabetically by authors' last names.
- Include full bibliographic information (author's name, year, title, publication data, page number and website info).
  - Double space between and within entries.
  - Begin first line at left margin and indent each subsequent line 1/2"-inch.
  - Include website permalink for online data (without hyperlinks, underlines or blue font).

14.2.2 Characteristics of an Effective Thesis

If applicable to the assignment, see thesis in APA papers, see "Forming a working thesis" on 175-76.

Manuscript Requirement (See model manuscripts/essays, 222-229)
- Proper Classification Markings
- Title page/cover sheet
- Include a title, class/course info
- Margins--1 inch on all sides
- Font size TNR 12 or equivalent
- Spacing double
- Single break between paragraphs.
- Page numbers
- No boldface print or underlining
- Stapled
- Use black ink, fully legible

14.3 Hybrid Threat Assignment

MICCC instructors volunteered this student sample as an example of a high-scoring paper (roughly "4s" in each category). The Hybrid Threat assignment is an argument called an "example" paper. When provided a definition of a topic, in this case the Hybrid Threat, students must research to find examples that match. Their argument makes claims about how the example matches the definition of a Hybrid Threat.

Note that as a successful paper, this student pushes beyond summarizing the features of the Hybrid Threat in Russia and Ukraine's forces. Instead, he makes claims about *how* the threats have hybridized and *why* Russia and Ukraine formed them.

14.3.1 Assessment

In the paper below, CPT Tom Doe argues that of all the examples of hybrid threats on modern battlefields, the Donetsk site is the closest match to the definition. Instructors appreciate that he began his paper with a claim that required support from other data and was *debatable.* Like other good analyses or arguments, it might be possible to debate this claim using another battlefield site.

Positives:
- Purpose: This draft includes a strong BLUF stated in the first paragraph. Instructors noted that most students place their main point at the bottom

of the first paragraph (academic style), but CPT Doe moved it up.

- Analysis: CPT Doe includes data for all his claims and carefully breaks down each element of the battlefield, relating each to a hybrid threat.
- Accuracy: The research and formatting of the original document were nearly perfect. The editors of this handbook adjusted line spacing to condense the paper.

Negatives:
- Concision: While CPT Doe is a good writer, he tends to add commentary that lengthens his overall statements. He does not exceed the paper requirements, but he could shorten his presentation.
- Voice: There are no technical errors in grammar; however, CPT Doe tends to interject participial phrases in many of his sentences (see note above about Concision). These phrases form a pattern of lengthening the overall document.

Other: While his performance on the USAICoE Standard could use some polish, the essay demonstrates excellent description and frequently does a good job of "painting the picture" of the situation.

14.3.2 Hybrid Threat Sample Student Paper: Original

Hybrid Threat: War in Ukraine

CPT Tom Doe

MICCC 16-008 Block 1:

Leadership Instructor:

CPT Mike Roe

4 August 2016

In recent times, nowhere has the hybrid threat been more evident than eastern Ukraine, where Russia and Ukraine both employed hybrid elements in the battle for Donetsk and Luhansk. According to the US Army Training Circular 7-100, hybrid warfare is the "diverse and dynamic combination of regular forces, irregular forces, and/or criminal elements all unified to achieve mutually benefitting effects."[1] It is a common feature on battlefields past and present, as combatants seek to maximize combat power borne upon the enemy.

The Russian Federation, seeking to flex its muscle while masking its involvement in Ukraine, drove the insurrection in Donetsk and Luhansk with supplies, equipment, training, leadership, and direct action. It armed separatist forces with outdated Russian equipment, ostensibly looted from Ukrainian caches. Spetsnaz and regular Russian units trained and advised irregular separatist forces, and regular artillery batteries fired in support of separatist operations. Russia used this battleground for unprecedented tactics, such as the medical manipulation of released criminals into so-called "zombies," who attacked Ukrainian positions with no regard for their own survival.

The Russian hybrid threat is well-studied; however, Ukraine too employed its own hybrid system, driven more by desperation than deception. With only one brigade active and combat-ready in March 2014, Ukraine staged the largest mobilization of troops in Europe since World War 2.[2] This herculean effort, possibly the key deterrent from a full-scale Russian invasion, would not have been possible without the groundswell of public support into the volunteer brigades. These brigades, akin to the regiments of the American civil war, arose around local leaders and causes and vary widely in equipment, training, politics, and discipline. The Ukrainian army integrated these irregular forces into their line units where necessary. The public, fearful of the Russian threat and driven by patriotism, were deeply involved in support to the regular army. For example, a pair of Ukrainian entrepreneurs returned from Silicon Valley to create a fire control system for the Ukrainian artillery. The system, as effective as anything in the US arsenal and at a mere fraction of the cost, allowed commanders to direct and control artillery fires across the battlefield.

Ukraine's hybrid response to its Russian threat offered hope to other ill-prepared and poorly funded militaries around the world.

For disparate reasons, both Russia and Ukraine employed hybrid warfare in their ongoing conflict. However, few Americans know that battlefield as well as Dr. Philip Karber, chair of the Potomac Institute in Washington, DC and veteran observer of the Ukraine conflict. When asked about the Russian hybrid threat and its implications for the US Army, he scoffed. As he said, "the Russians don't use fancy terms like 'hybrid war:' to them, it's all just war, and they'll do what they need to win."[3]

[1.] U.S. Department of the Army, *Training Circular 7-100: Hybrid Threat.* (Washington, D.C.: U.S. Department of the Army, November 2010), v.

[2.] Philip Karber, "The War in Ukraine" (lecture, Rose Barracks Library, Vilseck, Germany, January 26, 2016).

[3.] Ibid.

14.3.3 Hybrid Threat Sample Student Paper: With Markups

> **PURPOSE:** A strong sense of purpose starts by clearly stating the main point in the document (for example, within the title and thesis) and following each section with good topic sentences that tie in with the main point and move the argument along. Below, the main points for the paper are in dark highlighting, while the weaker points are in light blue.

In recent times, nowhere has the hybrid threat been more evident than eastern Ukraine, where Russia and Ukraine both employed hybrid elements in the battle for Donetsk and Luhansk. According to the US Army Training Circular 7-100, hybrid warfare is the "diverse and dynamic combination of regular forces, irregular forces, and/or criminal elements all unified to achieve mutually benefitting effects."[1] It is a common feature on battlefields past and present, as combatants seek to maximize combat power borne upon the enemy.

The Russian Federation, seeking to flex its muscle while masking its involvement in Ukraine, drove the insurrection in Donetsk and Luhansk with supplies, equipment, training, leadership, and direct action. It armed separatist forces with outdated Russian equipment, ostensibly looted from Ukrainian caches. Spetsnaz and regular Russian units trained and advised irregular separatist forces, and regular artillery batteries fired in support of separatist operations. Russia used this battleground for unprecedented tactics, such as the medical manipulation of released criminals into so-called "zombies," who attacked Ukrainian positions with no regard for their own survival.

The Russian hybrid threat is well-studied; however, Ukraine too employed its own hybrid system, driven more by desperation than deception. With only one brigade active and combat-ready in March 2014, Ukraine staged the largest mobilization of troops in Europe since World War 2.[2] This herculean effort, possibly the key deterrent from a full-scale Russian invasion, would not have been possible without the groundswell of public support into the volunteer brigades. These brigades, akin to the regiments of the American civil war, arose around local leaders and causes and vary widely in equipment, training, politics, and discipline. The Ukrainian army integrated these irregular forces into their line units where necessary. The public, fearful of the Russian threat and driven by patriotism, were deeply involved in support to the regular army. For example, a pair of Ukrainian entrepreneurs returned from Silicon Valley to create a fire control system for the Ukrainian artillery. The system, as effective as anything in the US arsenal and at a mere fraction of the cost, allowed commanders to direct and control artillery fires across the battlefield. Ukraine's hybrid response to its Russian threat offered hope to other ill- prepared and poorly funded militaries around the world.

For disparate reasons, both Russia and Ukraine employed hybrid warfare in their ongoing conflict. However, few Americans know that battlefield as well as Dr. Philip Karber, chair of the Potomac Institute in Washington, DC and veteran observer of the

Ukraine conflict. When asked about the Russian hybrid threat and its implications for the US Army, he scoffed. As he said, "the Russians don't use fancy terms like 'hybrid war:' to them, it's all just war, and they'll do what they need to win."[3]

[1.] [Student Citation] U.S. Department of the Army, *Training Circular 7-100: Hybrid Threat.* (Washington, D.C.: U.S. Department of the Army, November 2010), v.

[2.] [Student Citation] Philip Karber, "The War in Ukraine" (lecture, Rose Barracks Library, Vilseck, Germany, January 26, 2016).

[3.] [Student Citation] Ibid.

Assessment Notes for Purpose: The author uses a strong BLUF statement in the first paragraph, first sentence; the author does a good job of placing the thesis first. Paragraphs 2 and 3 both contain frontloading, but the fourth paragraph is missing a solid statement tying back to the thesis. The "For disparate reasons…" sentence is a restatement of earlier material. The missing claims make the conclusion weaker than the rest of the paper.

Recommendations: The author needs a stronger conclusion by tying the idea of "whatever it takes to win" with the BLUF. Donetsk exemplifies the motive to innovate hybrids: necessity and desperation.

Score: 4/5

ANALYSIS: Claims (arguments), topic sentences, and explanations of evidence are usually the best places to spot analysis. Additionally, a good title should hint at the analysis as well. Below, the dark highlighting shows the strongest claims/analysis statements, and the pale highlighting shows the moderate areas.

In recent times, nowhere has the hybrid threat been more evident than eastern Ukraine, where Russia and Ukraine both employed hybrid elements in the battle for Donetsk and Luhansk. According to the US Army Training Circular 7-100, hybrid warfare is the "diverse and dynamic combination of regular forces, irregular forces, and/or criminal elements all unified to achieve mutually benefitting effects."[1] It is a common feature on battlefields past and present, as combatants seek to maximize combat power borne upon the enemy.

The Russian Federation, seeking to flex its muscle while masking its involvement in Ukraine, drove the insurrection in Donetsk and Luhansk with supplies, equipment, training, leadership, and direct action. It armed separatist forces with outdated Russian equipment, ostensibly looted from Ukrainian caches. Spetsnaz and regular Russian units trained and advised irregular separatist forces, and regular artillery batteries fired in support of separatist operations. Russia used this battleground for unprecedented tactics, such as the medical manipulation of released criminals into so-called "zombies," who attacked Ukrainian positions with no regard for their own survival.

The Russian hybrid threat is well-studied; however, Ukraine too employed its own hybrid system, driven more by desperation than deception. With only one brigade active and combat-ready in March 2014, Ukraine staged the largest mobilization of troops in Europe since World War 2.[2] This herculean effort, possibly the key deterrent from a full-scale Russian invasion, would not have been possible without the groundswell of public support into the volunteer brigades. These brigades, akin to the regiments of the American civil war, arose around local leaders and causes and vary widely in equipment, training, politics, and discipline. The Ukrainian army integrated these irregular forces into their line units where necessary. The public, fearful of the Russian threat and driven by patriotism, were deeply involved in support to the regular army. For example, a pair of Ukrainian entrepreneurs returned from Silicon Valley to create a fire control system for the Ukrainian artillery. The system, as effective as anything in the US arsenal and at a mere fraction of the cost, allowed commanders to direct and control artillery fires across the battlefield. Ukraine's hybrid response to its Russian threat offered hope to other ill- prepared and poorly funded militaries around the world.

For disparate reasons, both Russia and Ukraine employed hybrid warfare in their ongoing conflict. However, few Americans know that battlefield as well as Dr. Philip Karber, chair of the Potomac Institute in Washington, DC and veteran observer of the Ukraine conflict. When asked about the Russian hybrid threat and its implications for

the US Army, he scoffed. As he said, "the Russians don't use fancy terms like 'hybrid war:' to them, it's all just war, and they'll do what they need to win."[3]

[1.] [Student Citation] U.S. Department of the Army, *Training Circular 7-100: Hybrid Threat.* (Washington, D.C.: U.S. Department of the Army, November 2010), v.

[2.] [Student Citation] Philip Karber, "The War in Ukraine" (lecture, Rose Barracks Library, Vilseck, Germany, January 26, 2016).

[3.] [Student Citation] Ibid.

Assessment Notes for Analysis: The paper contains ample claims and insights; however, the author could have substituted warrants (explanations of how the data proves the claims) instead of commentary. When citing expert authority, remember to state your own claim about how the quote applies to your own thesis; for example, the Karber quote at the end would be more effective with one more sentence to tie it back to the thesis.

Recommendations: Split paragraph two in half to cover both claims separately and elaborate on an explanation after each piece of new data. Use bullets within paragraphs if the data includes more than 2-3 points in a sentence.

Score: 4/5

> **VOICE:** The Army prefers the use of active voice over passive constructions and expects perfect grammar. Below, passages with grammar problems or passive voice appear in tan highlighting. Each passive voice sentence has its verb underlined. *NOTE: This example has no obvious grammatical errors but does demonstrate a style issue that impacts both Voice and Concision.*

In recent times, nowhere has the hybrid threat been more evident than eastern Ukraine, where Russia and Ukraine both employed hybrid elements in the battle for Donetsk and Luhansk. According to the US Army Training Circular 7-100, hybrid warfare is the "diverse and dynamic combination of regular forces, irregular forces, and/or criminal elements all unified to achieve mutually benefitting effects."[1] It is a common feature on battlefields past and present, as combatants seek to maximize combat power borne upon the enemy.

The Russian Federation, seeking to flex its muscle while masking its involvement in Ukraine, drove the insurrection in Donetsk and Luhansk with supplies, equipment, training, leadership, and direct action. It armed separatist forces with outdated Russian equipment, ostensibly looted from Ukrainian caches. Spetsnaz and regular Russian units trained and advised irregular separatist forces, and regular artillery batteries fired in support of separatist operations. Russia used this battleground for unprecedented tactics, such as the medical manipulation of released criminals into so-called "zombies," who attacked Ukrainian positions with no regard for their own survival.

The Russian hybrid threat is well-studied; however, Ukraine too employed its own hybrid system, driven more by desperation than deception. With only one brigade active and combat-ready in March 2014, Ukraine staged the largest mobilization of troops in Europe since World War 2.[2] This herculean effort, possibly the key deterrent from a full-scale Russian invasion, would not have been possible without the groundswell of public support into the volunteer brigades. These brigades, akin to the regiments of the American civil war, arose around local leaders and causes and vary widely in equipment, training, politics, and discipline. The Ukrainian army integrated these irregular forces into their line units where necessary. The public, fearful of the Russian threat and driven by patriotism, were deeply involved in support to the regular army. For example, a pair of Ukrainian entrepreneurs returned from Silicon Valley to create a fire control system for the Ukrainian artillery. The system, as effective as anything in the US arsenal and at a mere fraction of the cost, allowed commanders to direct and control artillery fires across the battlefield. Ukraine's hybrid response to its Russian threat offered hope to other ill- prepared and poorly funded militaries around the world.

For disparate reasons, both Russia and Ukraine employed hybrid warfare in their ongoing conflict. However, few Americans know that battlefield as well as Dr. Philip Karber, chair of the Potomac Institute in Washington, DC and veteran observer of the Ukraine conflict. When asked about the Russian hybrid threat and its implications for

the US Army, he scoffed. As he said, "the Russians don't use fancy terms like 'hybrid war:' to them, it's all just war, and they'll do what they need to win."[3]

---

1. [Student Citation] U.S. Department of the Army, *Training Circular 7-100: Hybrid Threat.* (Washington, D.C.: U.S. Department of the Army, November 2010), v.

2. [Student Citation] Philip Karber, "The War in Ukraine" (lecture, Rose Barracks Library, Vilseck, Germany, January 26, 2016).

3. [Student Citation] ibid.

Assessment Notes for Voice: The author does an excellent job of remaining in active voice and staying away from grammatical problems. While there are no grammatical errors, the paper does rely heavily on verbal and appositive phrases either tacked on the end or wedged into the sentences next to the verb.

Recommendations: Focus on one main idea per sentence. During revisions, note how many times your sentences include a second idea tacked on in the middle or on the end. Consider pulling the information and clarifying with a separate sentence.

Score 4/5

CONCISION: Assignment requirements differ for concision. The principle remains the same: keep your document, paragraphs, bullet lists, and sentences as short as possible. The Hybrid Threat assignment states that sentences must not exceed more than 24-30 words, paragraphs no more than 12 lines, and the assignment no longer than 2 pages.

NOTE: The editors condensed the text for this handbook. Dark gray highlighting below shows areas exceeding the limit; light gray highlighting shows areas with inflated phrases.

In recent times, nowhere has the hybrid threat been more evident than eastern Ukraine, where Russia and Ukraine both employed hybrid elements in the battle for Donetsk and Luhansk. According to the US Army Training Circular 7-100, hybrid warfare is the "diverse and dynamic combination of regular forces, irregular forces, and/or criminal elements all unified to achieve mutually benefitting effects."[1] It is a common feature on battlefields past and present, as combatants seek to maximize combat power borne upon the enemy.

The Russian Federation, seeking to flex its muscle while masking its involvement in Ukraine, drove the insurrection in Donetsk and Luhansk with supplies, equipment, training, leadership, and direct action. It armed separatist forces with outdated Russian equipment, ostensibly looted from Ukrainian caches. Spetsnaz and regular Russian units trained and advised irregular separatist forces, and regular artillery batteries fired in support of separatist operations. Russia used this battleground for unprecedented tactics, such as the medical manipulation of released criminals into so-called "zombies," who attacked Ukrainian positions with no regard for their own survival.

The Russian hybrid threat is well-studied; however, Ukraine too employed its own hybrid system, driven more by desperation than deception. With only one brigade active and combat-ready in March 2014, Ukraine staged the largest mobilization of troops in Europe since World War 2.[2] This herculean effort, possibly the key deterrent from a full-scale Russian invasion, would not have been possible without the groundswell of public support into the volunteer brigades. These brigades, akin to the regiments of the American civil war, arose around local leaders and causes and vary widely in equipment, training, politics, and discipline. The Ukrainian army integrated these irregular forces into their line units where necessary. The public, fearful of the Russian threat and driven by patriotism, were deeply involved in support to the regular army. For example, a pair of Ukrainian entrepreneurs returned from Silicon Valley to create a fire control system for the Ukrainian artillery. The system, as effective as anything in the US arsenal and at a mere fraction of the cost, allowed commanders to direct and control artillery fires across the battlefield. Ukraine's hybrid response to its Russian threat offered hope to other ill- prepared and poorly funded militaries around the world.

For disparate reasons, both Russia and Ukraine employed hybrid warfare in their ongoing conflict. However, few Americans know that battlefield as well as Dr. Philip Karber, chair of the Potomac Institute in Washington, DC and veteran observer of the Ukraine conflict. When asked about the Russian hybrid threat and its implications for the US Army, he scoffed. As he said, "the Russians don't use fancy terms like 'hybrid war:' to them, it's all just war, and they'll do what they need to win."[3]

---

1. [Student Citation] U.S. Department of the Army, *Training Circular 7-100: Hybrid Threat.* (Washington, D.C.: U.S. Department of the Army, November 2010), v.

2. [Student Citation] Philip Karber, "The War in Ukraine" (lecture, Rose Barracks Library, Vilseck, Germany, January 26, 2016).

3. [Student Citation] Ibid.

Assessment Notes for Concision: All sentences within the paper stay within an average of 30 words/sentence. While this remains within the length limits, there are many sentences that could be shorter. As noted in Voice, the author tends to place phrases in the middle or end of sentences that shift the topic.

Recommendations: Split paragraph two in half to cover both claims separately and elaborate an explanation after each piece of new data. Use bullets within paragraphs if the data includes more than 2-3 points in a sentence.

Score: 4/5

ACCURACY: Assessing accuracy means checking for any mistakes in formatting, spelling, punctuation, and mechanics. Additionally, assessors need to evaluate the factual accuracy of statements, which may mean checking sources or facts presented. We show corrections of problem areas in red. Compare to original to see the difference.

In recent times, nowhere has the hybrid threat been more evident than eastern Ukraine, where Russia and Ukraine both employed hybrid elements in the battle for Donetsk and Luhansk. According to the US Army Training Circular 7-100, hybrid warfare is the "diverse and dynamic combination of regular forces, irregular forces, and/or criminal elements all unified to achieve mutually benefitting effects."[1] It is a common feature on battlefields past and present, as combatants seek to maximize combat power borne upon the enemy.

The Russian Federation, seeking to flex its muscle while masking its involvement in Ukraine, drove the insurrection in Donetsk and Luhansk with supplies, equipment, training, leadership, and direct action. It armed separatist forces with outdated Russian equipment--ostensibly looted from Ukrainian caches. Spetsnaz and regular Russian units trained and advised irregular separatist forces, and regular artillery batteries fired in support of separatist operations. Russia used this site as a battleground for unprecedented tactics, such as the medical manipulation of released criminals into so-called "zombies," who attacked Ukrainian positions with no regard for their own survival.

The Russian hybrid threat is well-studied; however, Ukraine too employed its own hybrid system, driven more by desperation than deception. With only one brigade active and combat-ready in March 2014, Ukraine staged the largest mobilization of troops in Europe since World War 2.[2] This herculean effort, possibly the key deterrent from a full-scale Russian invasion, would not have been possible without the groundswell of public support into the volunteer brigades. These brigades, akin to the regiments of the American civil war, arose around local leaders and causes and vary widely in equipment, training, politics, and discipline. The Ukrainian army integrated these irregular forces into their line units where necessary. The public, fearful of the Russian threat and driven by patriotism, were deeply involved in support to the regular army. For example, a pair of Ukrainian entrepreneurs returned from Silicon Valley to create a fire control system for the Ukrainian artillery. The system, as effective as anything in the US arsenal and at a mere fraction of the cost, allowed commanders to direct and control artillery fires across the battlefield. Ukraine's hybrid response to its Russian threat offered hope to other ill- prepared and poorly funded militaries around the world.

For disparate reasons, both Russia and Ukraine employed hybrid warfare in their ongoing conflict. However, few Americans know that battlefield as well as Dr. Philip Karber, chair of the Potomac Institute in Washington, DC and veteran observer of the Ukraine conflict. When asked about the Russian hybrid threat and its implications for

the US Army, he scoffed. As he said, "the Russians don't use fancy terms like 'hybrid war:' to them, it's all just war, and they'll do what they need to win."[3]

---

1. [Student Citation] U.S. Department of the Army, *Training Circular 7-100: Hybrid Threat.* (Washington, D.C.: U.S. Department of the Army, November 2010), v.

2. [Student Citation] Philip Karber, "The War in Ukraine" (lecture, Rose Barracks Library, Vilseck, Germany, January 26, 2016).

3. [Student Citation] Ibid.

Assessment Notes for Accuracy: There are two minor punctuation problems here: use of a comma instead of an 'em-dash,' and needing to place a colon on the outside of a single quotation mark. However, there are two instances where the author makes claims with unclear origins. There is no way to tell from the text whether the comparisons are new insights or from other works.

Recommendations: The reviewers suspect that both instances come from Karber; if so, include a footnote to cite his contribution. If original, pull out from the sentence and develop the claim separately.

Score: 4/5

Student
Name: *CPT Doe*

USAICoE Writing Standards – Assignment Scoring Sheet: Hybrid Threat

Required U.S. Army Standards and Techniques	6 Superior	5 Proficient	4 Competent	3 Developing	2 Under-developed	1 Insufficient
Purpose: The specific reason explaining why the document, correspondence, or report is necessary.		X				
Analysis: Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.		X				
Voice: Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.	X					
Concision: The ability to infuse the greatest amount of information into the least amount of words.		X				
Accuracy: 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.		X				
Additional Criteria: N/A						
Additional Criteria: N/A						
Points Awarded for **Peer Review Participation** *(Optional)*	COMPLETE			INCOMPLETE		
Total Point Value: 26/30	6	20				
Average Score: 4.3, 87%						

Student Pre-Assessment Comments: *N/A for this assignment.*	**Instructor Comments:** Strengths: Solid adherence to the hybrid threat as a topic, with data that closely matched the claims. BLUF was easy to spot and followed throughout. No grammatical errors or formatting problems. Weaknesses: This paper seems to slightly miss the mark. BLUF was solid but not followed throughout the conclusion; analysis made claims and provided data, but not enough explanation; voice was clear, but the interjectory elements cost a point in concision.

14.4 Grammar Reference and CMS Formatting Style Sheet

Common Patterns of Error – Below is a list of frequently occurring trouble spots in writing. For quick reference, the page numbers correspond to Hacker and Sommer's *A Pocket Style Manual,* 7th Ed., indicating where to find explanations and examples for each area.

VOICE:
Active verbs (5-7)
Active vs. Passive voice (6-7, 50, 298)
Agreement of subject and verb (22-26) Dangling modifiers (13-14)
Fragments, sentence (42-44)
Misplaced modifiers (12-15)
Mixed constructions (11-12)
Parallelism (7-8)
Pronoun-antecedent agreement (32-34)
Pronoun reference, ambiguous (34- 36)
Run-on (fused) sentences (44-47)
Shifts in verb tense (10,122)

CONCISION:
Redundancies (4-5)
Inflated Phrases Overly Complex (5)

ACCURACY:
Apostrophe (67-70)
  In contractions (69)
  In possessives (68)
  Misuse of (70)
Capitalization (79-81)
  In quotations (81)
  In titles (80, 136, 286)
  Colon (66-67)

Comma use (56-64)
  In a series (58)
  Unnecessary (63-64)
  With transitional expressions (61)
Dashes (75)
Hyphen (88-89)
Numbers (83-84) Punctuation at the end of quotations (71-73)
Semicolon (64-66)
Slang (19)
Usage problems (288-97)

14.4.1 Documentation - Chicago Manual of Style (CMS)

Notes (Footnotes/Endnotes) (See *A Writer's Reference,* 8th ed., section CMS 44b - 233-34; 240-41, 264)
- Include citations **for all borrowed material**—quotations, summaries, paraphrases, and ideas.
  - Limit your use of quotations (CMS 42a – 236-243)
  - Use the correct format: footnotes or endnotes (CMS 43b – 240-243)
  - Use a bibliography, modifying notes as appropriate (CMS 43c – 243-262)
  - Put summaries and paraphrases in your own words (CMS 41a – 233-40)
  - Enclose language in quotation marks or in a block quotation (CMS 42a – 236-238)
  - Integrate citations smoothly with ellipsis marks and brackets as needed (CMS 42a – 236)
- Use signal phrases to introduce all borrowed material, especially quotations. (CMS 42a – 239)
- Handle end punctuation correctly: e.g. "last words of quotation."[2] (CMS 41b – 234)

Bibliography (See Hacker section CMS 43c, along with model essay, 243-262)
- Use a separate sheet with the proper title: Bibliography.
- Arrange entries alphabetically by authors' last names.
- Include full bibliographic information (author's name, titles, place of

publication, publisher, date, pages).
- Single space between and within entries.
- Begin first line at left margin and indent each subsequent line 1/2"-inch.
- Include website permalink for online data (without hyperlinks, underlines or blue font).

14.4.2 Characteristics of an Effective Thesis

(If applicable to assignment, see thesis in CMS papers, 231-232)

Manuscript Requirement (See model manuscript, 266-69)

- Proper Classification Markings
- Title page/cover sheet
- Include a title, class/course info
- Margins--1 inch on all sides
- Font size TNR 12 or equivalent
- Spacing double
- Single break between paragraphs.
- Page numbers
- No boldface print or underlining
- Stapled
- Use black ink, fully legible

15.   Appendices

15.1 Appendix A: 35F Template

UNCLASSIFIED

(U) Title of Your Paper

Rank Last name, First name Middle Initial

Class 19-

Instructor

DD-MM-YYYY

Classified By: Rank Last name, First name
Derived From: Multiple sources
Declassify On: N/A

UNCLASSIFIED
1

(U) State your bottom line up front (BLUF). Begin with a definitive statement answering your paper's question. Add context about your topic, history, what you think the reader needs to know to understand the topic briefly as it relates to your bottom line up front. A sentence showing the topic and an assertion/inference/claim about the research question (thesis) may go here if it not mentioned earlier in the paragraph. This sentence will guide the writing process by putting a framework around it. Remember to double-space, and keep consistent font size/type all through the paper, especially the Bibliography page.

(U) Your body paragraphs should have well-defined topic sentences as identified in your BLUF. Following your topic sentence will be evidence to support your topic sentence (Author's last name and date). Analysis sentences discussing why or how your topic sentence is significant as it relates to your thesis will finish out each paragraph. Each body paragraph should end in your analysis. Repeat as needed for each paragraph. Cite everything quoted, paraphrased, or summarized.

(U) Your conclusion will summarize your main points, restate your purpose/thesis in different words, share an overall observation and analysis as a result of the research as it relates to your thesis. Your conclusion will not have any new information in it.

UNCLASSIFIED

(U) Bibliography

(U) Author last name, first name. "Title of the article." Name of *webpage or title*. Last

modified April 3, 2018. Accessed July 15, 2018.

https://thediplomat.com/2018/04/the-trump-administrations-new-afghan-problem-

the-islamic-state/.(URL)

(U) Schmitt, Eric and Somini Sengupta. "Thousands Enter Syria to Join ISIS Despite

Global Efforts." *NY Times*. Last modified September 26, 2015. Accessed July

15, 2018. https://www.nytimes.com/2015/ 09/27/world/middleeast/thousands-

enter-syria-to-join-isis-despite-global-efforts.html?partner=rss&emc=rss.

References are in ABC order by the first word.

15.2 Appendix B: MIBOLC CMS Footnote Template

PLACE CLASSIFICATION MARKINGS HERE IN ALL CAPS CENTERED
(Use the Header Tab under INSERT, *ask if **GREEN lettering is required**)
Under Design, check the box for "Different first page"

Center the Title: Separate Lines of the Title so Their Length is Approximately the Same
(1/3 page down from top ***ask if a bold title is required***)

[Rank or Title] Your Name here

Course Designation

Deadline

CLASSIFICATION MARKINGS HERE IN ALL CAPS CENTERED IF REQUIRED
(Use the Footer Tab under INSERT, *ask if GREEN lettering is required)
(Insert a Page Break here to maintain a separation between your title page and page one)

The main section of your paper/essay will begin on page two. Use your tab key to indent your paragraphs. Note that the page number is centered under the classification marking . Ask your instructor if there should be a number on the title page or if the numbers should appear in another part of the page, like bottom-center. Check your rubric for the placement of the *Bottom Line Up Front* as it relates to the introductory paragraph. Some instructors require it to be the first sentence of the paper.

Word will insert footnotes and format them for you if you. Click/select the References Tab, set it to Chicago and use Insert Footnote each time you cite your sources.[1]

Use the symbol "Ibid." in your footnotes when you are referring to the same source as the previous citation and add the page number if different. This is a short-cut. If you have a citation that is the same source as a previous footnote, you may shorten the entry to the author's name and title of the work. Remember the author will show first name last name for a footnote, but last name, first name for the Bibliography page.

A thorough handbook such as the Chicago Manual of Style Online[2] Tool, or a hard copy will give you formatting support that is more comprehensive in this citation style.[3] You can contact Tutoring Support (usaicoetutor@gmil.com) for more help with your paper. The last page of your document will be a Bibliography page (center the word Bibliography on the top). You can generate this independently or use a citation generator. Remember to format your Bibliography page by matching the font type and size. Use a hanging indent for each source and put it in ABC order by the first word of each source. A sample Bibliography page follows this.

---

[1] Sample placement of footnote: Remember to indent the first line and format the entry with the same type and size font.

[2] Chicago Manual of Style Online. 2012. "Chicago-Style Citation Quick Guide." Accessed July 18, 2018 http://www.chicagomanualofstyle.org/tools_citationguide.html

[3] Ibid., 2.

CLASSIFICATION MARKINGS HERE IN ALL CAPS CENTERED IF REQUIRED
(Use the Footer Tab under INSERT, *ask if **GREEN lettering is required**)
2
Place curser in required position>Insert>Page Number>Currrent Position>Plain Number
Adjust font

PLACE CLASSIFICATION MARKINGS HERE IN ALL CAPS CENTERED
(Use the Header Tab under INSERT, *ask if GREEN lettering is required)

Bibliography

Albert, Eleanor. "What's the Status of North Korea's Nuclear Program?" *Council on Foreign Relations*. June 06, 2018. Accessed July 7, 2018. https://www.cfr.org/backgrounder /north-koreas-military-capabilities.

Denning, Dorothy. "North Korea's Growing Criminal Cyber Threat." *The Conversation*. February 20, 2018. Accessed July 7, 2018. http://theconversation.com/north-koreas-growing-criminal-cyberthreat-89423.

Lee, Taehohn. "The Financial Crisis and Refugees' Immigration" *History Research Center*. University of Minnesota. April 2, 2009. http://blog.lib.umn.edu /ihrc/immigration / 2009/04/ the_financial_crisis_and_refug.html.

"Missiles of North Korea." *Missile Threat, Center for Strategic and International Studies*. June 15, 2018. Accessed July 7, 2018. https://missilethreat.csis.org/country/dprk/.

United States Headquarters, U.S. Army Training and Doctrine Command. *TC 7-100 Hybrid Threat*. Washington, DC: Headquarters, Department of the Army, 2010. 1-74.

United States. Army. *TRADOC G-2. Threat Tactics Report: North Korea versus the United States*. By ACE Threats Integration. Vol. 1. Ft. Leavenworth, KS: US Army TRADOC G-2, 2018. 1-32.

CLASSIFICATION MARKINGS HERE IN ALL CAPS CENTERED IF REQUIRED
(Use the Footer Tab under INSERT, *ask if GREEN lettering is required)
3
Place curser in required position>Insert>Page Number>Currrent Position>Plain Number
Adjust font

15.3 Appendix B: Matrix of Writing Resources

Resource Type	Writing Resource	Publisher	Source or Designation	Usage Notes
Primary Sources for Reference Guide Available from the Military				
Regulation	Preparing and Managing Correspondence	U.S. Army	AR 25-50	
Handbook	*Writing and Speaking Skills for Army Leaders*	U.S. Army - CGSC	*CGSC ST 22-2*	
Academic Handbook	*A Pocket Style Manual, 7th ed.*	Bedford/St. Martin's	ISBN: 978-1-4576-4232-6	Classroom copies available through the 111th MI BDE. Contact the USAICoE Writing Program for more information.
Style Manual	GPO Style Manual 2008	U.S. Government Printing Office		Generally used for external publishing; covers rules for capitalization, numbers, spelling, punctuation, signs and symbols, italics, numerals and so on.
Recommended	Federal Plain Language Guidelines	Plain Language Action and Information Network (PLAIN)	http://www.plainlanguage.gov/how to/gui delines/bigdoc/fullbigdoc.pdf http://www.plainlanguage.gov/how to/guidelines/FederalPLGuidelines /TOC.cfm	Document on "plain language" style for the government.
Recommended	DoD Issuances _ Writing Style Guide and Preferred Usage	Department of Defense	http://www.dtic.mil/whs/directives/ corres/writing/Writing_Style_Guide .pdf	Consistent with AR 25-50 (use short words, well-organized, active voice)
Reference	Plain Writing Act of 2010	Federal Law	PL 111-274	"Plain Writing _ the term 'plain writing' means writing that is clear, concise, well-organized, and follows other best practices appropriate to the subject or field and intended audience."
Web Reference	Learning, Teaching & Technology Central – Communication Skills	U.S. Air Force - Air University	http://www.au.af.mil/au/awc/awcga te/a wc-comm.htm	This site has a comprehensive source of materials, both locally owned by the Air Force and linked to their site from publicly available information.
Handbook	TRADOC Action Officer and Staff Writing Guide	Department of Defense	http://www.dtic.mil/whs/directives/ plainl anguage.html http://www.dtic.mil/whs/directives/ corres/writing/Writing_Style_Guide .pdf	

15.4 Appendix B: USAICoE Analytic Rubric

**The following page is a printable copy of
The USAICoE Analytic Rubric**

US Army Intelligence Center of Excellence Writing Standards – Analytic Rubric
Analytic Rubric with Behavioral Anchors*

Rubric Overview: Below is the USAICoE Writing Standard Analytic Rubric. Each criterion has a holistic evaluation (for example, being "issue-focused") paired with a behavioral measure (for example, uses 80% analysis). Some courses may need to calibrate these numbers to fit specific assignments using the Modification Sheet.

USAICoE Criteria	6 - Superior	5 - Proficient	4 – Competent	3 – Developing	2 – Underdeveloped	1 – Insufficient
Purpose: "Bottom Line Up Front"	Author places the main point within the top 2% of the document **and** frontloads within sections, paragraphs, bullet points and lists[1]	Author places the main point within the top 5% of the document **and** usually within subordinate units	Author places the main point within the top 10% of the document **and** mostly frontloads within subordinate units	Author's main point not revealed until drawing conclusions **and/or** does not frontload (strongest points appear behind written units or conclusion)	Author places the main point in the middle of the document (11-89%) **and/or** does not frontload within written units[2]	Author does not indicate the main point or it is too broad/vague to recognize; written units lack priority organization (neither most/least important or vice versa)
Analysis: Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 90% analysis and 10% summary/paraphrase)[3]	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase)	Argument is issue-focused and analyzes data/primary sources; (roughly 70% analysis and 30% summary/paraphrase)	Argument is issue-focused and analyzes fact/primary sources; paper is roughly 60% analysis, 40% summary/paraphrase	No argument -- paper relies on opinion or speculation instead of analysis (50% or more); summarizes secondary sources (50% or more)	No argument -- nearly 75-100% of the paper is either opinion/speculation or a summary/paraphrase of secondary sources
Voice/Syntax: Active Voice Constructions	Uses active voice throughout the paper. Only uses passive voice when deliberately stressing the receiver of the action over the doer. Rarely (0-1%) uses passive voice.	Writer employs passive voice less than 2-3% of the time and only uses passive to emphasize the receiver of the action or when active voice would be awkward.	Writer employs passive voice less than 4-5% of the time and only uses passive to emphasize the receiver of the action or when active voice would be awkward.	Uses active voice primarily but uses passive voice where active is more logical and specific.	Uses mix of active and passive voice randomly; loss of subject (doer of action) leads to loss of meaning.	Paper fluctuates between passive and active voice throughout without apparent reason or control
Concision: The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs[4]) are lean[5]	One written unit exceeds the required length	Two written units exceed the required length	Three written units exceed the required length	Four written units exceed the required length	Five or more written units exceed the required length
Accuracy: Reducing Reader Distractions	Uses standard written English with correct spelling, punctuation, grammar, mechanics, formatting, and citations without visible mistakes	Uses standard written English with no individual errors; One pattern (2-3 similar errors) identified[6]	Uses standard written English with few individual errors in any area. Two patterns (2-3 similar errors per pattern) identified	**Instructor Discretion:** Serious errors in formatting or citation may result in an automatic 2, 1, or 0. Consult assignment requirements and policies. Deviates from standard written English, formatting, or citations occasionally; Three patterns (2-3 similar errors per pattern) identified	Shows multiple, repetitive errors in using standard written English, formatting, or citations; Four patterns (2-3 similar errors per pattern) identified	Shows multiple, repetitive errors in using standard written English, formatting, or citations; Five or more patterns (2-3 similar errors per pattern) identified

[1] Frontloading prioritizes information based on importance. For Army writing, the main point should appear as close to the front as conventions allow.

[2] Developing writers typically draw conclusions near the end of a section, paragraph, bullet point, or list. Underdeveloped or Insufficient writers tend to reach the main point in the middle of the document.

[3] Analysis values based on AR 25-50 correspondence requirements; values may need adjusting for assignment specifics by instructors' guidelines

[4] Not all assignments require paragraphs. For whatever written units are required, the student should keep the writing as lean as possible.

[5] Determine appropriate length (leanness) by convention; for example, paragraphs in correspondence should be no longer than 10 lines and 15 words (AR 25-50), whereas 15-20 lines and 24-30 words are usually acceptable for academic work.

[6] Count the number of errors **by patterns**, not instances. For example, misusing commas ten times still counts as a single error, because the multiple instances show a single pattern.

*Rubric Developed By USAICoE Teaching, Learning, and Technology Division
10-Jan-19

RUBRIC NOTES

Purpose/BLUF
Frontloading prioritizes information based on importance. For Army writing, the main point should appear as close to the front as conventions allow. Developing writers typically draw conclusions near the end of a section, paragraph, bullet point, or list. Learning writers tend to reach the main point in the middle of the document.

Analysis
Analysis values based on AR 25-50 correspondence requirements; values may need adjusting for assignment specifics

Voice
The logical times to use passive voice are when the subject (ACTOR) is unknown, the receiver of action takes priority, or when using a commonly passive phrase (e.g., "I was deployed in Afghanistan").

Concision
Not all assignments require paragraphs. For whatever written units are required, the student should keep the writing as lean as possible. Determine appropriate length (leanness) by convention; for example, paragraphs in correspondence should be no longer than 10 lines and 15 words (AR 25-50), whereas 15-20 lines and 24-30 words are usually acceptable for academic work.

Accuracy
Count the number of errors **by patterns**, not instances. For example, misusing commas ten times still counts as a single error, because the multiple instances show a single pattern.

15.5 Appendix C: Holistic Scoring Guide-- (Companion to the Analytic Rubric)

6-Superior	In addition to the "Proficient" criteria, "Advanced" writing shows clear and consistent mastery of the standards and techniques. Work product is high quality, completely error-free, and exceeds all requirements. *Behavioral indicators include:* ▪ 80-100% of the document reflects the overall purpose, minus minimal deviations to display data. ▪ Title incorporates the argument or report issue, using key words defined in the paper.
5-Proficient	Demonstrates the Army writing standard or technique accurately and efficiently. Work product is high quality, nearly error-free except for minor or debatable stylistic mistakes. Addresses the issues of the assignment. *Behavioral indicators include:* ▪ Strong analytical reasoning or organization; for arguments, this demonstrates a thorough understanding of all sides of an issue without losing focus of the paper's argument. ▪ Varied word choice, grammatical constructions, and sentence structure (as appropriate). ▪ Vocabulary appropriate for audience and technical information.
4-Competent	Fully qualified in the Army writing standard or technique with reliable execution. Work product achieves requirements suitable for the training environment with few patterns of error. *Behavioral indicators include:* ▪ Establishes a single, sustained focus throughout with logical flow and transitions. ▪ All of the information supports the main idea. ▪ Vocabulary appropriate for audience and technical information.
3-Developing	Demonstrates the Army writing standard or technique, though performance may be inconsistent throughout the document. Has several, repeated patterns of error that would be unacceptable in the field. *Behavioral indicators include:* ▪ Commits several stylistic, rather than grammatical errors (e.g., sentences are grammatically correct, but could be more concise; author uses passive voice correctly, but could rewrite the sentence more clearly in active voice). ▪ A pattern of sloppy execution–usually no more than 2-3 errors executed correctly in parts of the assignment and incorrectly in others.
2-Under-developed	Attempts, but does not correctly demonstrate the Army writing standard or technique. Work product shows deviation from the assignment requirements or inability to achieve them between 50-75% of the paper content. *Behavioral indicators include:* ▪ Excessive but consistent errors in spelling, punctuation, grammar, formatting or citation. ▪ Sentences are short and choppy (i.e., within length requirements but use repetitive subjects). ▪ Missing or does not execute key concepts; e.g., relying on opinion and summary rather than analysis in an argument.
1 -Insufficient	Beginner-level writing struggles to demonstrate the Army writing standards and techniques. Writing may show serious deviations in standard formatting, frequent patterns of error in sentence construction, spelling, grammar, and mechanics consistent with a raw draft. *Behavioral indicators include:* ▪ Disorganized, erratic errors in spelling, punctuation, grammar, formatting or citation. ▪ Internal paragraph or sentence structures lack coherence (e.g., switching topics or interjecting new information mid-paragraph, or changing from plural to singular subjects in a sentence)

15.6 Appendix D: USAICoE Scoring Sheet

**The following page contains
a reproducible blank copy of the
USAICoE Scoring Sheet**

Name: _____

Instructor Name: _____

USAICoE Writing Standards – Assignment Scoring Sheet

Required U.S. Army Standards and Techniques	6	5	4	3	2	1
	Superior	Proficient	Competent	Developing	Under-developed	Insufficient
Purpose: The specific reason explaining why the document, correspondence, or report is necessary.						
Analysis: Breaking down a situation, concept, or argument into its individual parts to examine/discuss how they relate to one another.						
Voice/Syntax: The use of active instead of passive voice constructions.						
Concision: The ability to infuse the greatest amount of information into the least amount of words.						
Accuracy: 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.						
MOS/AOC-Specific Criterion 1: TBD						
MOS/AOC-Specific Criterion 2: TBD						
Total:						
Average:						

Instructor Comments:

Grammar Reference and APA Formatting Style Sheet

Common Patterns of Error – Below is a list of frequently occurring trouble spots in writing. For quick reference, the page numbers correspond to Hacker and Sommer's *A Pocket Style Manual*, 7th Ed., indicating where to find explanations and examples for each area.

VOICE/SYNTAX:
Active verbs (5-7)
Active vs. Passive voice (6-7, 50, 298)
Agreement of subject and verb (22-26)
Dangling modifiers (13-14)
Fragments, sentence (42-44)
Misplaced modifiers (12-15)
Mixed constructions (11-12)
Parallelism (7-8)
Pronoun-antecedent agreement (32-34)
Pronoun reference, ambiguous (34-36)

Run-on (fused) sentences (44-47)
Shifts in verb tense (10,122)

CONCISION:
Redundancies (4-5)
Inflated Phrases (4-5)
Overly Complex (5)

ACCURACY:
Apostrophe (67-70)
   In contractions (69)
   In possessives (68)
   Misuse of (70)
Capitalization (79-81)
   In quotations (81)

   In titles (80, 136, 286)
Colon (66-67)
Comma use (56-64)
   In a series (58)
   Unnecessary (63-64)
   With transitional expressions (61)
Dashes (75)
Hyphen (88-89)
Numbers (83-84)
Punctuation at the end of quotations (71-73)
Semicolon (64-66)
Slang (19)
Usage problems (288-97)

Documentation - American Psychological Association (APA)

- **In-Text Citations** (Parenthetical References) (See *A Pocket Style Manual*, 7th Ed., sections 36B, 37A and 37B, pp.178-182)
  - Include citations **for all borrowed material**—quotations, summaries, paraphrases, and ideas.
    - Limit your use of quotations (APA 37a – 180-81)
    - Use the correct format: in-text citations and references (APA 38a – 184-91)
    - Use a list of references, modifying citations as appropriate (APA 38b – 191-217)
    - Put summaries and paraphrases in your own words (APA 36c - 179-80)
    - Enclose language in quotation marks or in a block quotation (APA 36b - 178-79)
    - Integrate citations smoothly with ellipsis marks and brackets as needed (APA 37a – 180-81)
  - Use signal phrases to introduce all borrowed material, especially quotations. (APA 37b - 182-83)
  - Handle end punctuation correctly: e.g. "last words of quotation."[2] (APA 38a 185-86)
- **References** (See *A Pocket Style Manual*, 7th Ed., section APA 38B, along with model essays, 222-229)
  - Use a separate sheet with the proper title: References.
  - Arrange entries alphabetically by authors' last names.
  - Include full bibliographic information (author's name, year, title, publication data, page number and website info).
    - Double space between and within entries.
    - Begin first line at left margin and indent each subsequent line 1/2"-inch.
    - Include website permalink for online data (without hyperlinks, underlines or blue font).

Characteristics of an Effective Thesis
If applicable to the assignment, see thesis in APA papers, see "Forming a working thesis" on 175-76.

Manuscript Requirement (See model manuscripts/essays, 222-229)

- Proper Classification Markings
- Title page/cover sheet/Running head
- Include a title, class/course info
- Margins--1 inch on all sides
- Font size TNR 12 or equivalent
- Spacing double

- Single break between paragraphs.
- Page numbers
- No boldface print or underlining
- Stapled
- Use black ink, fully legible

Grammar Reference and CMS Formatting Style Sheet

Common Patterns of Error – Below is a list of frequently occurring trouble spots in writing. For quick reference, the page numbers correspond to Hacker and Sommer's *A Pocket Style Manual*, *7*th Ed., indicating where to find explanations and examples for each area.

VOICE/SYNTAX:
Active verbs (5-7)
Active vs. Passive voice (6-7, 50, 298)
Agreement of subject and verb (22-26)
Conciseness (4-5)
Dangling modifiers (13-14)
Fragments, sentence (42-44)
Misplaced modifiers (12-15)
Mixed constructions (11-12)
Parallelism (7-8)
Pronoun-antecedent agreement (32-34)
Pronoun reference, ambiguous (34-36)
Run-on (fused) sentences (44-47)
Shifts in verb tense (10,122)

CONCISION:
Redundancies (4-5)
Inflated Phrases (4-5)
Overly Complex (5)

ACCURACY:
Apostrophe (67-70)
    In contractions (69)
    In possessives (68)
    Misuse of (70)
Capitalization (79-81)
    In quotations (81)
    In titles (80, 136, 286)
Colon (66-67)
Comma use (56-64)
    In a series (58)
    Unnecessary (63-64)
    With transitional expressions (61)
Dashes (75)
Hyphen (88-89)
Numbers (83-84)
Punctuation at the end of quotations (71-73)
Semicolon (64-66)
Slang (19)
Usage problems (288-97)

Documentation - Chicago Manual of Style (CMS)

- **Notes** (Footnotes/Endnotes) (See *A Pocket Style Manual*, 7th Ed., section CMS 44b - 233-34; 240-41, 264)
    - Include citations **for all borrowed material**—quotations, summaries, paraphrases, and ideas.
        - Limit your use of quotations (CMS 42a – 236-243)
        - Use the correct format: footnotes or endnotes (CMS 43b – 240-243)
        - Use a bibliography, modifying notes as appropriate (CMS 43c – 243-262)
        - Put summaries and paraphrases in your own words (CMS 41a – 233-40)
        - Enclose language in quotation marks or in a block quotation (CMS 42a – 236-238)
        - Integrate citations smoothly with ellipsis marks and brackets as needed (CMS 42a – 236)
    - Use signal phrases to introduce all borrowed material, especially quotations. (CMS 42a - 239)
    - Handle end punctuation correctly: e.g. "last words of quotation."[2] (CMS 41b - 234)
- **Bibliography** (See *A Pocket Style Manual*, 7th Ed., section CMS 43c, along with model essay, 243-262)
    - Use a separate sheet with the proper title: Bibliography.
    - Arrange entries alphabetically by authors' last names.
    - Include full bibliographic information (author's name, titles, place of publication, publisher, date, pages).
        - Single space between and within entries.
        - Begin first line at left margin and indent each subsequent line 1/2"-inch.
        - Include website permalink for online data (without hyperlinks, underlines or blue font).

Characteristics of an Effective Thesis (If applicable to assignment, see thesis in CMS papers, 231-232)

Manuscript Requirement (See model manuscript, 266-69)

- Proper Classification Markings
- Title page/cover sheet
- Include a title, class/course info
- Margins--1 inch on all sides
- Font size TNR 12 or equivalent
-

- Spacing double
- Single break between paragraphs.
- Page numbers
- No boldface print or underlining
- Stapled
- Use black ink, fully legible

15.7 Army Style Guide of 2017

**The following pages contain
The Army Style Guide 2017**

WWW.ARMY.MIL
THE OFFICIAL HOMEPAGE OF THE UNITED STATES ARMY

STYLE GUIDE
UPDATED AUG. 10, 2017

NOTE: Styles are taken from the 2017 AP Stylebook and Defense Imagery Style Guide, along with established Army Public Affairs style AR 360-1. When not mentioned, adhere to the AP Stylebook. If AP Stylebook entry does not cover a word or specific usage, refer to the Webster's Dictionary.

HEADLINES

Only the first word and proper nouns are capitalized. Exception: First word after colon is capitalized. Avoid using state abbreviations in headlines whenever possible. Use single quotes for quotation marks. Use numerals for all numbers except in casual uses: *hundreds* instead of *100s*. Do not use periods in US, UK, UN along with state abbreviations with two capital letters (NY, NJ ...), retain periods for orher states (Ky., Mont. ...) when used due to space constraints.

Sentence case, present "Dwell time decreases for deployed Soldiers"
Sentence case, future "Dwell time to decrease for deployed Soldiers"
Common leader acronym acceptable in title "CSA to visit Fort Hood"
Known leader name acceptable in title "Milley visits Fort Hood"

Postal code abbreviations The eight states that are not abbreviated in text: AK (Alaska), HI (Hawaii), ID (Idaho), IA (Iowa), ME (Maine), OH (Ohio), TX (Texas), UT (Utah). Also: District of Columbia (DC).

Miscellaneous Use *New York state* when necessary to distinguish the state from *New York City*. Use *state of Washington* or *Washington state* when necessary to distinguish the state from the *District of Columbia*.

BODY TEXT

Dateline format "NEWPORT NEWS, Va. (April 1, 2017) – Article text..." Except for cities that stand alone in datelines, use the state name in textual material when the city or town is not in the same state as the dateline, or where necessary to avoid confusion: *Springfield, Massachusetts, or Springfield, Illinois*. Provide a state identification for the city if the story has no dateline, or if the city is not in the same state as the dateline. However, cities that stand alone in datelines may be used alone in stories that have no dateline if no confusion would result.

MILITARY TITLES/RANKS Refer to AP Stylebook.

NUMERALS In general, spell out **1-9, 1st-9th.**

PROPER UNIT NAMES

Some unit names include **information behind the element name, in parenthesis.** This is part of the proper name of the unit, and should be included on all references. For example:

3rd U.S. Infantry Regiment (The Old Guard) – The proper name of the Army unit that handles ceremonial responsibilities at Arlington National Cemetery.
10th Mountain Division (Light Infantry)
101st Airborne Division (Air Assault)
5th Special Forces Group (Airborne)

STATE NAMES

U.S. states should be **spelled out** when used in the **body of a story**, whether standing alone or in conjunction with a city, town, village or military base. State name is not necessary if it is the same as the dateline. This also applies to newspapers cited in a story. For example, a story datelined Providence, R.I., would reference the Providence Journal, not the Providence (R.I.) Journal.

Abbreviations In conjunction with the name of a city, town, village or military base in most datelines. In lists, agate, tabular material, non-publishable editor's notes and credit lines. In short-form listings of party affiliation: D-Ala., R-Mont. Use the **two-letter Postal Service abbreviations** only with full addresses, including ZIP code.

MODIFIERS

Nouns	Compound Modifiers/Adjectives
Reserve Component	reserve-component Soldier
Active Component	active-component Soldier
Active Duty	active-duty Soldiers
National Guard	

COMMON WORDS (A-E)

A

abbreviations/acronyms Only use abbreviations on second reference. The abbreviations should be established on first reference, preferably without using parenthesis: *Soldiers should check their Leave and Earnings Statement, known as an LES, to ensure the changes were implemented.*

active duty (noun) **active-duty** (compound modifier) Hyphenate when used as a compound modifier: *He was active duty before becoming a reserve Soldier. He was an active-duty Soldier before becoming a reserve Soldier.*

African American (noun) **African-American Soldier** (adjective) Black is the preferred adjective according to AP style.

all hands (noun) **all-hands** (adjective/compound modifier) Hyphenate when used as an adjective/compound modifier: *The commanding officer called all hands to the meeting. The Sailors attended the all-hands call.*

American flag, U.S. flag Lowercase flag.

C

career branches Capitalize when referring to a specific branch: *Infantry, Armor, Field Artillery, Signal, Public Affairs, Medical Service.* Lowercase when referring to a job title: *infantryman, paratrooper, military police.*

cavalry Lowercase unless it is part of a unit name. Do not confuse with Calvary, which is a religious term.

change of command ceremony (compound modifier) Do not hyphenate.

civilian titles Do not use courtesy titles such *Mr., Mrs., Miss, or Ms.* unless requested by the named person. Other formal titles such as *Dr., Sen.* or *Gov.* should be used where applicable. Do not use such titles on second reference unless necessary to differentiate two people with the same last name.

civilian (generic reference). Lowercase unless referring to *Department of the Army Civilians* (proper noun).

citizen-Soldiers Lowercase citizen.

colors The preferred style is *American flag* or *U.S. flag.* Do not use in reference to flags of other nations. Acceptable when referring to unit flags and guidons. *The battalion colors were furled during a transfer of authority ceremony.*

commander in chief Do not hyphenate; lowercase unless it appears before a name.

congressional Lowercase unless part of a proper name: *congressional salaries, the Congressional Quarterly, the Congressional Record.*

contingency operating base Lowercase unless it accompanies the name of a specific location. *COB* is acceptable on second reference.

corps Lowercase, shortened reference to units as a stand alone, except when referring to the U.S. Army Corps of Engineers

Corps Capitalized refers to the U.S. Marine Corps.

counter improvised explosive device Do not hyphenate or capitalize. *Counter IED* is acceptable on second reference.

D

demining Do not hyphenate.

Dr. Using the title before a name is OK. This differs from AP Style.

DOD Abbreviation for *Department of Defense.* All caps. *DOD* is acceptable on first reference.

E

email Acceptable in all references for *electronic mail.* Use a hyphen with other e-terms: *e-book, e-business, e-commerce.*

exercises Capitalize uniquely named exercises, but only capitalize the descriptive word exercise if it is part of the official title of the exercise. Lowercase generic descriptors for exercises: *operational readiness exercise, joint task force exercise, composite training unit exercise.*

explosive ordnance disposal Lowercase, unless part of a unit name or operation name. *EOD* is acceptable on second reference.

COMMON WORDS (F-O)

F

Family Capitalize when referring to Army Families (AR 360-1, para. 13-12b).

Family names Capitalize words denoting family relationships only when they precede the name of a person or when they stand unmodified as a substitute for a person's name: *"I wrote Grandfather Smith. I wrote Mother a letter. I wrote my mother a letter."*

female engagement team Lowercase unless writing about a specific team.

firefighter One word.

Fort Do not use Ft. Lowercase unless it precedes the name of a specific fort.

forward operating base Lowercase unless it accompanies the name of a specific location. *FOB* is acceptable on second reference.

from Do not use from to describe a Service member's affiliation with a military unit. Use with, assigned to or attached to. The term from implies hometown or native country. *"U.S. Army Spc. Joe Snuffy is an infantryman assigned to the 1st Battalion, 333rd Infantry Regiment."*

I

IED Abbreviation for *improvised explosive device*. *IED* is acceptable on first reference.

J

joint Lowercase unless used as a proper noun as part of a unit.

L

landing zone Lowercase unless it accompanies the name of a specific location: *U.S. Soldiers gather their gear after parachuting onto Landing Zone Tombstone. The landing zone was not cleared. LZ* is acceptable on second reference.

landing craft, air cushion Singular and plural. Lowercase unless identifying a specific numbered LCAC: *Landing Craft, Air Cushion 8. LCAC* is acceptable on second reference.

landing craft utility Lowercase unless identifying a specific numbered LCU: *Landing Craft Utility 1627. LCAC* is acceptable on second reference.

live fire (noun) **live-fire** (adjective/compound modifier) Hyphenate when used as an adjective/compound modifier: *The practice range was for shooting blanks only; it did not allow live fire. The live-fire exercise lasted all day.*

M

mass casualty/mass casualty exercise Do not hyphenate.

Medal of Honor The nation's highest military honor, awarded by Congress for risk of life in combat beyond the call of duty. Use *Medal of Honor recipient* or a synonym, but not winner. There is no *Congressional Medal of Honor.*

MedEvac Abbreviation for *medical evacuation*. *MedEvac* is acceptable on first reference.

military operations on urban terrain MOUT is an out-of-favor term; the preferred term is urban operations (UO). The term *MOUT* is still in limited use and may be used when referring to a specific *MOUT city* or *MOUT site*, but should not be used in the following senses: "... train for military operations on urban terrain ..." or "... conducts military operations on urban terrain training."

MIA/POW(s) Abbreviation for *missing in action/prisoner(s) of war*. MIA/POW is acceptable on first reference. This differs from the AP Stylebook.

N

nation Lowercase.

national anthem Lowercase. But: *"The Star-Spangled Banner."*

NCO Abbreviation for *noncommissioned officer*. *NCO* is acceptable on first reference.

noncommissioned officer in charge Do not hyphenate. Lowercase unless it appears before a name. *NCOIC* is acceptable on second reference.

O

officer in charge Do not hyphenate. Lowercase unless it appears before a name. *OIC* is acceptable on second reference.

COMMON WORDS (O-Z)

Organizations Capitalize the full names of organizations and institutions. Some are widely recognized by their abbreviations, refer to abbreviations/acronyms entry: *U.S. Army Corps of Engineers* is the proper organizational name. *USACE* is acceptable on second reference. Do not use corps or any unofficial abbreviations, such as ACOE, USA COE, COE.

P

pass in review Not *pass and review.*

paratrooper Lowercase.

Pentagon Use WASHINGTON in dateline; use Arlington, Virginia, to describe the location of the Pentagon, if the location is relevant to the story.

POW(s)/MIA Abbreviation for *Prisoner(s) of war/missing in action.* POW/MIA is acceptable on first reference. This differs from the AP Stylebook.

R

rappel, rappelling/repel, repelling To use ropes to lower oneself from a high place, such as a cliff, building or helicopter. To repel is to fend something off.

Reserve Capitalize when referring to *U.S. Army Reserve* (not *Reserves*). Lowercase in reference to members of these backup forces: reserve Soldiers. Only use the term *reserves* when referring to the reserve components collectively. Do not use the term reservist.

Retired Do not use (Ret.) when describing a retired service member. Capitalize the word Retired and place it before the service (if applicable), rank and name: *Retired U.S. Army Command Sgt. Maj. Joe Smith, left, delivers a speech.*

rifle salute A salute to the deceased at military funerals, usually by seven riflemen each firing three shots in unison. Do not confuse this with a **21-gun salute.**

S

Sept. 11 When referring to the terrorist attacks of this day, use *Sept. 11 attack* or *Sept. 11 terrorist attack*, or *9/11.* Use 2001 only if needed for clarity.

service member Two words; lowercase: *U.S. service members help clean up in*

New York City after Hurricane Sandy.

smartphone One word.

Soldier Capitalize when referring to U.S. Soldiers (AR 360-1, para. 13-12b).

Special Forces Do not use interchangeably with *special operations forces.* Capitalize when referring specifically to the U.S. Special Forces, also known as Green Berets. Others, such as Army Rangers, should be called special operations forces.

Special Operations Forces Use this term to describe U.S. special warfare units or members of those units when their exact service or unit affiliation is not clear, or when special warfare units of multiple services are conducting joint operations. Do not use special operator or commando. Capitalize when referring specifically to the U.S. Special Operations Forces: *A U.S. Special Operations Forces Service member patrols in a field near Kandahar, Afghanistan, April 5, 2012.*

T

Tomb of the Unknowns Not *Tomb of the Unknown Soldier.*

troop Lowercase. A troop in its singular form is a group of people, often military or animals. Troops, in the plural, means several such groups. But when the plural appears with a large number, it is understood to mean individuals: *There were an estimated 150,000 troops in Iraq.* But not: *Three troops were injured.*

W

war on terrorism This is the acceptable term to use; all lowercase. Do not use *global war on terrorism, GWOT* or *war on terror.*

warfighter One word; lowercase.

Web Capitalize.

website One word; lowercase.

White House Use *Washington, D.C.*, to describe the location.

ARMY UNITS

AP Style for military units, going from **smallest** to **largest**, with units separated by commas: *"I'm tired," said Sgt. Joe Snuffy, with 1st Battalion, 3rd Brigade Combat Team, 101st Airborne Division (Air Assault). "I can't wait to get home to my family."* Abbreviate Army units using standard acronym rules; note if it is a National Guard unit.

Army units can be tricky. It does not suffice to say that a Soldier simply belongs to Alpha Company, 1st Battalion, as there are a multitude of Alpha Companies and 1st Battalions throughout the Army. Be sure to get the unit's regimental, brigade or division affiliation; in other words, make sure a **precise**, **unique** unit name is listed.

ARMY: Numbered armies (e.g., *First Army*) can generally stand alone if the Soldiers depicted are assigned to various units within the numbered army or it's a wide shot of a numbered army event.

CORPS: Corps (e.g., *XVIII Airborne Corps*) can generally stand alone if the Soldiers depicted are assigned to various units within the corps or it's a wide shot of a corps event except when referring to the *U.S. Army Corps of Engineers*

DIVISION: Divisions (e.g., *1st Cavalry Division*) can generally stand alone if the Soldiers depicted are assigned to various units within the division or it's a wide shot of a division event.

BRIGADE/BRIGADE COMBAT TEAM: Most brigades/brigade combat teams numbered lower than 5 are part of a larger division. For example, each active-duty division has a 1st brigade combat team, so be sure to list the division affiliation: *1st Brigade Combat Team, 82nd Airborne Division*. There are a number of active-duty and National Guard standalone brigade combat teams, and they generally can be listed without a division. If it's a National Guard unit, be sure to list the state it's affiliated with: *30th Heavy Brigade Combat Team, North Carolina Army National Guard*.

REGIMENT: Do not use the shorthand for these units. For example, instead of writing *1/120th Infantry*, write out the full name: *1st Battalion, 120th Infantry Regiment*. Always list the subordinate unit before the name of the regiment: *1st Battalion, 2nd Squadron*. While the Army generally does not use the regimental command structure like it used to, the regimental heritage is kept to maintain the history and heraldry of many units.

BATTALION/SQUADRON: Most combat arms (e.g., *infantry, artillery, cavalry and armor*) battalions and squadrons belong to a numbered regiment, which must be listed in captions: *the 2nd Squadron, 14th Cavalry Regiment, 2nd Brigade Combat Team, 25th Infantry Division*. Many combat support and combat service support battalions do not have a specific regimental affiliation, but it's best to list the brigade and/or division to which they belong: *the 82nd Brigade Support Battalion, 3rd Brigade Combat Team, 82nd Airborne Division*.

COMPANY/TROOP/BATTERY: Companies starting with a letter always belong to a numbered battalion and regiment, which will be listed in the caption as well. Spell out such company names using the phonetic alphabet: *Charlie Company, 1st Battalion, 120th Infantry Regiment, 30th Brigade Combat Team, North Carolina Army National Guard*. NOTE: Some company-level units use non-standard nicknames: *"Killer Company."*

FORCE STRUCTURE

Soldier	Individual
Squad/Section	9 to 10 Soldiers
Platoon	16 to 44 Soldiers; 2 to 4 squads
Company or Battery/Troop	62 to 190 Soldiers; 3 to 5 platoons
Battalion or Squadron	300 to 1,000 Soldiers; 4 to 6 companies
Brigade or Group/Regiment	3,000 to 5,000 Soldiers; 2 to 5 battalions
Division	10,000 to 15,000 Soldiers; 3 brigades
Corps	20,000 to 45,000 Soldiers; 2 to 5 divisions
Army	50,000+ Soldiers

16. Glossary

Accuracy: Credible sources; the fair representation of such sources without deviation or error; and the degree to which a document achieves aims in writing, such as an attention to style or completion of requirements.

Adjective: A word or phrase naming an attribute, added to a noun to modify or describe it.

Adjective pronoun: Any pronoun functioning as an adjective. For example, *"This* car looks like a Fiat."

Adverb: a word or phrase used to modify an adjective, verb, or another adverb.

Analysis: Breaking down a situation, concept, or argument into its constituent parts to examine the interrelated features. Analysis is an intellectual process frequently connected to formal logic and debate, though is not limited to it. Many disciplines, including the social sciences and the humanities, employ structured introspection and empathy as means of persuasion and communication. For military-specific definition, see also JP 2-01 analysis and production, intelligence process

Antecedent: Previously identified noun that a pronoun identifies later. For example, "Jack left town, but I don't know where he went." "Jack" is the antecedent.

Appositive: A noun, noun phrase, or series of nouns placed next to another word or phrase to identify or rename it.

AR 25-50: Army Regulation 25-50 governs preparing correspondence documents. The USAICoE Writing Handbook explains how to apply these principles to other kinds of documents.

Argument: A series of connected claims intended to form a proposition; in formal logic, an argument is a debatable thesis intended to establish an author's major frame of reference for persuasion.

Awkward shift: A change in sentence structure, usually from mismatched pronoun use, shift in verb tense, or change in number of the subject from singular to plural or vice versa.

Behavioral Anchor: During writing assessment, behavioral anchors describe specific activities that measure proficiency and ability. They focus on quantity, amount, frequency, and duration (quantitative measures) in order to provide instructors with specifics for measurement. For example, rather than state that a paper is "unclear" (a qualitative measures) which rely on instructors' impressions, a behavioral anchor gives a description for what constitutes an effective thesis, such as using a specific subject, active verb, and assertive predicate.

Boolean Logic: A representation of idea grouping using language, specifically the conjunctions "and," "or," and "not." Typically used in search engines. Different user inputs of the combination will expand or shrink results to narrow or increase the amount of discovered sources.

Bottom Line Up Front: The "bottom line up front" or "BLUF" states the main point of the document at the beginning. Originally defined in AR 25-50 for correspondence, USAICoE recommends using the term as a principle for all Army writing. Regardless of writing situation, Army style encourages writers to prioritize their conclusions to create reader-friendly documents.

Chronology: General term for matters pertaining to time. May involve the study of time itself or events taking place in a linear sequence. For example, asking, "What is our *timeline* of events?" is taking a chronology.

Chronological organization: A method of organizing information based on order of discovery, relaying the actions taking place in a linear sequence. For example, organizing by "start to finish" rather than "most to least important." See also procedural organization.

Citation: A formal reference to another author's work embedded in the text of an original document with limited publication information (an in-text citation) or found in a separate list with full publication information, such as a Works Cited, Bibliography, or References page (a full citation).

Coherence: The use of language to establish coordination within a document. See also, forecasting, signal phrases, and transitions statements.

Competent: Describes borderline--but passable--student work product. Indicates maturing ability to create content with clarity, directness, and brevity; functionally meets the assignment criteria.

Complete subject: This forms the entire subject of the sentence, including any modifiers. For example, "*CPT Beauchamp* went to the PX for supplies," "Beauchamp" simple subject, while "CPT Beauchamp" includes the modifier of rank.

Completion: The quality of being finished; containing all necessary requirements. For written texts, this means including all required sections of the format, as well as meeting any publication demands for the audience. A document is incomplete, for example, when authors do not include appropriate citations for their sources. The audience must guess about how much of the writing is original and the author's argument is incomplete.

Concision: Similar to succinctness and brevity, concision is the ability to infuse the greatest amount of information into the fewest words. For USAICoE, this is a core criterion of all writing.

Conclusions: In logic, the conclusion is the result of a chain of reasoning. Conclusions are valid or invalid based on the truth of premise and the strength of the reasoning.

Conjunction: This part of speech joins phrases and clauses to form extended ideas.

Convention: A series of rules that define a reader's expectations. For example, a résumé is usually one page, containing work history and education, whereas a letter will include a salutation and addresses for the author and recipient. For each kind of document (for example, memo, email, essay, news article, etc.) it is critical that the author know and understand the conventions that are appropriate for the readers.

Coordinating conjunction: A conjunction placed between words, phrases, clauses, or sentences of equal rank, e.g., and, but, or.

Correctness: In Army writing, this refers specifically to alignment with standard rules of English spelling and grammar.

Credibility: The status and reputation of an author while presenting evidence; sometimes refers to authors' experiences, backgrounds, or characteristics as they relate to being a trustworthy source of information for the purpose of an argument.

Critical Tasks: The set of skills required for effective operation within an MOS. Instruction and assignments use lists of critical tasks to set priorities for course assignments and assessment value.

Dangling Modifier: This is a confusing modifier (descriptor). The reader is unclear what the writer is describing. Example: "I noticed Melissa was walking her dog in pajamas." Was Melissa in pajamas or her dog?
Deductive Reasoning: The method of reasoning that begins with large instances or examples to narrow down to specific or individual applications. This type draws conclusions based on breaking down a body of evidence into smaller parts to draw conclusions about the whole.

Demonstrative pronouns: These pronouns "demonstrate" by indicating specific instances or nouns. For example, "That zombie isn't dead."

Description: The use of language (sensory, perceptive, process, or jargon) to illustrate a concept, idea, or situation.

Developing: Describes student work product struggling to meet minimum passing criteria; in need of additional work in one or more areas of the assignment or shows serious problems in clarity, directness, and brevity.
Direct object: The direct object of a sentence receives the action performed by the subject and verb. For example, "Critics often dismiss heroism.*"*

Dropped Quotes: A quote without context; typically found in documents where authors have not introduced the quote with a signal phrase or followed it with an explanation of its value. Recognized easily by looking for quotes standing alone as "islands" within a paragraph.

Evaluation (of sources): A process of determining the relative strength of a research source towards contributing in an argument. Evaluation requires the author's discretion and judgment to determine the value of the source.

Federal Plain Language Guidelines: The Federal Plain Language Guidelines emerged as a government effort to simplify complicated laws, regulation, and records.

Focus: Maintaining a consistent argument throughout the paper following a well-defined scope and main point. Focus relies heavily on analysis, the explanation of evidence, as well as organization, the placement of points throughout the paper in a logical structure.

Forecasting: A technique of Coherence where the author issues a statement predicting information to follow, complete with the application of said structure later in the paper. For example, when the author states that there are "three good reasons" to trust the argument and follows by issuing the three reasons in the same order.

Front: This describes visual-spatial location on a written text in close proximity to the top of the page or writing unit. The closer to the front of the document, the less time it takes the reader to get there.

Frontloading: A writing technique that places the most important information at the front of the document, section, paragraph, or sentence. During the drafting process, some writers may find that their most keen insights occur near the end of paragraphs or within the conclusion section as they develop ideas by writing them out. It is critical that they revise their papers later by reorganizing these conclusions as priorities in the text. See also: Front, Bottom Line Up Front

Full Citation: see Citation

In-Text Citation: see **Citation**

Indefinite pronoun: These pronouns indicate generalities rather than specifics. For example, "*All* Soldiers must attend PT, without exception."

Indirect object: The indirect object comes between the verb and direct object and provides additional information about the direct object, for example to whom or for whom something is done. "He threw *her* an MRE."

Inductive Reasoning: Reasoning resulting from starting with specific instances and creating generalizations from them. The validity of inductive conclusions stems from the degree to which the individual examples represent the whole.

Informed Opinion: An informed opinion differs from opinion because it relies on qualified interpretation of facts from an experienced, knowledgeable source. The source of the opinion determines the quality. In a court case, for example, many witnesses may have opinions about the case (for example, "He just lurched over – I think he had a heart attack.") but the informed opinion of the coroner weighs more heavily, (for example, "Cause of death was most likely a congenital heart defect – his malformed heart valves.") See also: Opinion.

Inquiry: A process of investigation where an author seeks answers to fundamental questions.

Intellectual Property: The original ideas of another individual or organization for which they may receive symbolic or material credit, such as praise or compensation.

Intensive Pronoun: Intensive pronouns emphasize the actor or another pronoun. For example, "The keynote speaker was the General *himself*." See also reflexive pronoun.

Interjection: An exclamation, often used with an exclamation mark.

Interrogative pronouns: These pronouns begin questions and substitute for an unknown noun. For example, "*Who* will lead PT this morning?" See also: Relative pronouns.

Intransitive verb: These verbs describe a state of being or function without a recipient to the action. For example, "The platoon stood at attention," has no recipient to the action.

Investigation: The formal method of pursuing inquiry, involving research into various sources to establish the basis for propositions and arguments.

Issue: For arguments, the issue is the central conflict expressed in the main point and the topic of the text as a whole. While there may be many issues attached to a conflict, the author must define the specific scope of the issue as it applies to the argument.

Issue-Focused: Writing is "issue-focused" when it defines the root cause of the problem or conflict identified in the main point/thesis and structures a consistent argument which interprets all available and relevant evidence.

Jargon: Formal and commonly used terminology among cultural and professional groups. For example, the use of the word "FOB" among soldiers would require no explanation; however, repeating the term around a civilian would require explanation of the acronym unless that civilian had specific experience with the military such that he or she would understand it.

Key Takeaways: Both the main point of a document and the critical conclusions drawn from the argument. Informally defined as the information we remember after the argument.

Key Words: Specific language critical to understanding concepts within an argument or the description of the concepts themselves.

Linking verbs: Linking verbs connect the subject to a subject complement in the sentence predicate. Instead of performing an action, the linking verbs explain the subject's relation to the complement.

Main Point: The main point (sometimes referred to as the main idea, thesis, argument, central topic, or claim) for a document is an explicit or implied statement indicating the author's purpose in creating the document. In Army writing, state the main point as quickly, clearly, and succinctly as possible without losing the overall meaning of the point.

Meaning: 1) The clear, unambiguous conclusions of an author as conveyed within an Army document; 2) in a general sense, the importance generated by a document as it addresses real-world issues with relevant conclusions; 3) for authors, it is the attempt to address the document's **purpose** by providing information to answer questions like, "So what?" or "Why should I care?"

Misplaced Modifier: Modifiers (descriptors) that are confusing, usually because they are too far away from the word(s) they are describing.

Modifier: Describes another word in a sentence.

Mixed Construction: This term describes a sentence that does not make sense due to incompatible sentence structures.

Multiple subjects: Describes any sentence with more than one subject. For example, "*CPT Simms* and *CPT Walker* bought jerky at the PX" includes two subjects.

Noun: A person, place, animal, thing, or idea.

Object complement: A modification to a sentence's direct object that clarifies or renames it. For example, "Critics often dismiss heroism *as a thing of the past."* (Italics show the object complement to "heroism." This roughly creates an "=" sign: heroism = a thing of the past.

Opinion: An unqualified personal conviction or belief relating to an issue of any kind. Opinion differs from fact in that it draws conclusions that may not be factually certain.

Paraphrase: The restating of another's idea in roughly the same number of words.

Perceptions: Impressions or feelings derived from direct contact with a person, place, thing, or idea. Perceptions differ from fact because of individual variance (one person's experience may differ from another) but can provide powerful examples for an audience.

Perfection: No author can achieve literal "perfection," that is, a 100% agreement with all audiences at all times about the meaning of communication. A "perfect" document in writing is a "90%" solution where the argument and purpose of the document are clear to the majority of readers without ambiguity, the argument is logical and easily recognized (even if disagreed upon), and there are no grammatical, mechanical, or punctuation mistakes.

Personal pronoun: A word that refers to a stated noun (a specific person, place, or thing). For example, "The Soldiers stood out on the parade ground. They looked pretty serious."

Plagiarism: The accidental or purposeful misrepresentation of original work as someone else's. Typically occurs in documents requiring original insight where the author either does not cite another source properly or purposefully injects a source without recognizing the original.

Possessive pronouns: A word that refers to a stated noun clarifying possession. For example, "The Soldiers stood out on the parade ground, holding their rifles."

Predicate (of a sentence): This section of the sentence includes the verb plus any sentence objects, complements and modifiers.

Predicate adjective: A subject complement that functions as an adjective.

Predicate noun: A subject complement that functions as a noun.

Premises: Foundational claims within a chain reasoning and the basis of the propositions intended to draw conclusions.

Preposition: This part of speech links strings of nouns and pronouns into phrases to modify other parts of the sentence.

Primacy: The degree to which a source is an eyewitness or direct observer of events. Sources may be primary, secondary, tertiary, and so on based on how many times the information changes hands and receives additional interpretation, corroboration, or analysis.

Priority: General term for matters pertaining to importance; usually shifts the sequence of events in favor of deviating from established guideline or SOP. For example, "Make this your *top priority"* requires subordinating all other responsibilities temporarily until complete.

Procedural organization: A method of organizing information based on order of operations, relaying the exact steps or method toward completion of a process, for example, organizing by "first to last step" rather than "most to least important." See also chronological organization.

Procedural (description): A method of description that relays the exact steps or method toward completion of a process.

Pronoun: A word that refers to a stated noun. See also antecedent.

Pronoun-antecedent agreement: Pronouns must agree in number and person to the noun they replace. A correct example is, "A Soldier must see *his or her* platoon Sergeant before leaving the post." It would be incorrect to say, "A Soldier must see their platoon Sergeant before leaving post." If the antecedent is singular, the pronoun must be as well. The most frequent problem is the use of the plural 'they' or 'theirs' instead of the singular.

Proposition: Statement of a claim based on a conclusion or the result of a chain of reasoning. Propositions typically define the conclusion of an argument or suggest a course of action intended to persuade a specific audience.

Purpose: The specific reason explaining why the document, correspondence, or report is necessary. For most persuasive writing, the purpose is contingent on the argument, which strives to achieve specific outcomes through presentations of claims intended to form propositions.

Recency: The degree to which a source is current.

Reciprocal pronoun: Use reciprocal pronouns to refer back to plural nouns (antecedents). For example, "You guys need to take care of *each other* out there" (reciprocal pronoun in italics).

Referent: A pronoun that refers to a noun, for example, "The battery? We replaced *it.*" See also antecedent, pronoun.

Reflexive Pronoun: Intensive pronouns indicate that the actor is also the recipient. For example, "That guy used to be in great shape, but he really let *himself* go." See also: Intensive pronoun.

Relative pronouns: Relative pronouns introduce phrases or clauses that clarify the noun. For example, "The Soldier *who* led PT on Tuesday reminded us to stretch first."

Relevance: The degree to which a source's material applies to an author's argument, reasoning, conclusions, or data. Relevance determines applicability of the information to the situation at hand and the strength of importance for the audience.

Repetition (in research): The discipline of reviewing a body of research and investigating or searching again as necessary. As a recursive process, investigation is an on-going, not singular event.

Research Question: A specific inquiry intended to form the basis of a thesis. For example, "To what degree should the U.S. Constitution's Bill of Rights apply to insurgents?"

Rhetorical Situation: The background for a persuasive communication, generally understood in terms of the purpose, target audience, context for the message, and assertiveness level of the author.

Sensory Details: Sensory details describe sight, sound, taste, touch, space, and motion to an audience.

Sentences: The primary unit of language construction in the English language, typically organized starting with a subject, followed by a verb and an object. For Army writing, authors are encouraged to maintain this organization for its familiarity and emphasis on the *actor* rather than the *recipient*. See also: Concision.

Signal Phrases: Short clauses intended to indicate the introduction of a non-original source or transition to a new idea.

Simple Subject: The irreducible, unmodified subject of the sentence. For example, "*CPT Beauchamp* went to the PX to get supplies."

Sophisticated: Describes student work product that is clearly "Go" in clarity, directness, and brevity; an outstanding achievement of assignment criteria.

Subject (of a sentence): The subject of a sentence usually precedes the verb and signifies the main idea.

Summary: An author's condensed version of a topic, usually in reference to another author's work.

Tangents: Deviations from a main argument with decreased relevance to the reader which demonstrates a lack of coherence and purpose in writing.

Text Unit: Not every convention requires the use of paragraphs; as such, *text unit* refers to any non-standardized grouping of sentences. This includes, but is not limited to, paragraphs, bullet points, word lists, and checklist items. Regardless of the unit of measure required for the convention, authors should keep the organization of these units as short as possible without losing the meaning. See also: Concision.

Thematic organization: A method of organizing information based on order of priority, relaying the sequence of claims according to value, for example, organizing by "most to least important" rather than "start to finish." Also called synchronic organization.

Transition Statements: A short clause intended to shift topics within an argument. Unlike a tangent, a transition statement directs readers toward a purpose, such as elaboration, example, explanation, or reasoning.

Transitive verb: A transitive verb provides an action to the sentence that requires a recipient.

Understood subject: Some sentences, commands, for example, do not directly state a subject. The reader understands that "you" forms the subject. For example, "[You] Grab that mop and clean up this hall."

USAICoE Criteria: Writing standards derived from AR 25-50 as they apply to general writing assignments in USAICoE coursework.

Verb: Verbs convey the action of a sentence between the subject and the predicate. Usually, the action is dynamic but it can also express a state of being by using the verb "to be."

Voice: Specifically, the mode of verbs within the sentence to create active or passive constructions. In academic writing, this may sometimes refer to the projection of sincerity or authenticity on the part of an author to establish credibility. For military writing, the primary concern is in creating or recognizing active and passive voice constructions.

17. Bibliography

"Active and Passive Verbs." *Oxford Living Dictionaries*. last modified 2017, https://en.oxforddictionaries.com/ grammar/active-and-passive- verbs.

American Psychological Association. *Publication Manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association, 2015. 61-86.

Beckno, John. *Action Officer: Staff Writing*. Department of Defense Issuances. Defense Technical Information Center. Accessed January 14, 2015. http://www.dtic.mil/whs/directives/plainlanguage/ActionOfficer_StaffWriting.pdf.

Berry, Chris and Karl Stolley. "Dangling Modifiers and How to Correct Them." *Purdue University*. January 2013, https://owl.english.purdue.edu/owl/resource/597/1.

Glick, Caroline. "Column One: America's Pathological Denial of Reality." *The Jerusalem Post.* December 03, 2015. Accessed December 04, 2015. http://www.jpost.com/Opinion/Column-One-Americas-pathological-denial-of-reality-436278.

Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*, 7th ed. Boston: Bedford/St. Martin's, 2012.

Johnson, Rebecca. "A scary-easy way to help you find passive voice," *Grammarly.com*. Accessed August 18, 2017, https://www.grammarly.com/blog/a-scary-easy-way-to-help-you-find-passive-voice/.

Juarez, Marissa M., Jacob Witt, and Jennifer Haley-Brown, eds. *A Student's Guide to First-Year Writing*, 31st ed, Plymouth, MI: Hayden-McNeil, 2010.

Mackenzie, Ian. "The CIA and Legal Writing." *Mackenzie DRS Dispute Resolution*. July 15, 2014. Blog. Retrieved August 13, 2018 from http://mackenziedrs.com/the-cia-and-legal-writing-2

Major, James S. Communicating With Intelligence: Writing and Briefing for National Security. 2nd ed. Lanham: Rowman and Littlefield, 2014.

McGaugh, Scott and Vanessa Ruiz. "USS Midway Museum: Museum Fact Sheet," Midway Museum, November 15, 2013, http://www.midway.org/files/Fact-Sheet-USS-Midway.pdf.

Nordquist, Richard. "The 201 Most Commonly Misspelled Words in English." About Education. Accessed March 9, 2016. http://grammar.about.com/od/words/a/misspelled200.htm.

——."Misplaced Modifiers." About Education. Accessed January 2015. http://grammar.about.com/od/mo/g/mismodterm.htm.

Oxford University Press. "Active and Passive Verbs." Oxford Living Dictionaries, last modified 2017. https://en.oxforddictionaries.com/ grammar/active-and-passive-verbs.

Pennington, Mark. "Ten Tips to Improving Writing Coherency." *Pennington Publishing Blog*, Pennington Publishing. June 13, 2009. http://blog.penningtonpublishing. com/ grammar_mechanics/ten-tips-to-improving-writing-coherency/

Sinek, Simon. *Start with Why: How Great Leaders Inspire Everyone to Take Action*. New York: Portfolio/Penguin, 2009.

"Technology, Education and Copyright Harmonization Act of 2002." *Public Law 107-273*. US Government Printing Office 116 Stat. 1910 §13301. November 2, 2002. Accessed March 3, 2016. https://www.gpo.gov/fdsys/pkg/PLAW-107publ273/pdf/PLAW-107publ273.pdf

"The TEACH Act." *Copyright Clearance Center, Inc*. 2011, www.copyright.com/wp-content/uploads/2015/04/CR-Teach-Act.pdf

U.S. Department of the Army. *Preparing and Managing Correspondence, Army Regulation 25-50*. Washington, DC: GPO, 2013.

U.S. Department of the Army. "Analysis and Production." *Dictionary of Associated Military Terms, Joint Publication 1-02*. Washington, DC: GPO, 2014.

"USS Midway by the Numbers." *Midway.org*. Accessed March 17, 2017, https://www.midway.org/wp-content/uploads/2018/01/Midway By the Numbers 2018.pdf