

**THE UNITED STATES ARMY WAR COLLEGE**



**COMMUNICATIVE ARTS DIRECTIVE**

**April 2023**

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### **Middle States Accreditation**

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# COMMUNICATIVE ARTS DIRECTIVE

*Promoting Excellence in Strategic Leader Communication*



  
James G. Breckenridge, Ph.D.  
Provost

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## SUMMARY OF CHANGES

The revision to Communicative Arts Directive (April 2022) made the following changes:

- Adds a Summary of Changes section.
- Adds information about the Army Talent Attribute Framework in the Introduction and Strategic Leader Communication Competencies sections.
- Adds the following developmental resources: *Applied Communication & Learning Lab*, *Decision Innovation Hub*, *online writing consultations*, *Root Hall Library resources*, *student research repository*, and *USAWC Press Tips*.
- Adds the following communication terms: *annotated bibliography*, *applied communication*, *coherence*, *cohesion*, *data visualization*, *generative artificial intelligence*, *graphic organizers*, and *summarizing*.
- Revised the following communication terms: *evidence*, *outlines*, *quotations*, *thesis*, and *transitions*.
- Renamed and reorganized the “Citations Supplement” section as “Citation Resources.”
- Added information on citing artificial intelligence-generated text.
- Added new formatting guidelines on acronyms and percentages.
- Added permissible use of generative artificial intelligence and a separate media engagements summary.
- Revised the summary of the security classification guidance for concision and clarified human subjects research guidance in the USAWC Policies section.
- Clarified the nomination process for the USAWC Student Awards Program.
- Added a research paper guide and changed “policy paper” to “options paper” in the Paper Guides section.
- Removed Using USAWC Templates section. Instructions for using USAWC templates can be found on ACL Lab Online.
- Updated all locations to the new Root Hall (Building 651).

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# SECTION I

## INTRODUCTION

### Purpose

The Communicative Arts Directive provides institutional guidance on communication-related standards and policies at the US Army War College (USAWC). Additionally, it provides information on communication competencies and concepts that are fundamental to developing strategic leaders and identifies resources for further developing these competencies. Lastly, it contains guidelines for writing and formatting typical course requirements.

The intended audience is students, faculty, and administrators across USAWC academic programs. USAWC academic programs may use this directive to develop program- and course-specific learning outcomes, requirements, and guidance. Students and faculty should consult their program-specific guidance for further information on communication expectations.

### Communication at the US Army War College

Communication is essential to strategic leadership. Strategic leaders are expected to synthesize and communicate all elements of their strategic thinking concisely, coherently, and comprehensively in a manner appropriate for the intended audience and environment. They need to communicate persuasively on behalf of their organizations and engage diverse audiences, over whom they often have little or no authority or control, on complex issues. Moreover, they use communication to build expert teams, develop and implement strategies and complex operations, and prepare national security decision-makers for strategic engagements and decisions.

Army and Joint leaders regularly highlight communication as one of the most important skills that senior leaders need for performance at the strategic-enterprise level. According to the [Joint Chiefs of Staff Vision and Guidance for Professional Military Education and Talent Management](#), effective communication, when coupled with emotional intelligence and critical and creative thinking skills, helps achieve intellectual overmatch. In recognition of the importance of communication, the Army included it as one of seven talent domains in the [Army Talent Attribute Framework](#), and the Officer Professional Military Education Policy ([CJCSI 1800.01F](#)) codified it—and its relationship to strategic thinking—as a Joint Learning Area.

At USAWC, communication is a key theme that cuts across the curricula of all academic programs and underpins each of the Institutional Learning Outcomes:

- Think strategically and skillfully develop strategies to achieve national security objectives
- Provide strategic context and perspective to inform and advise national-level leaders, providing sound, nuanced, and thoughtful military advice
- Apply intellectual rigor and adaptive problem-solving to multi-domain, joint warfighting, and enterprise-level challenges
- Lead teams with expert knowledge and collaborate with others to provide innovative solutions to complex, unstructured problems
- Exercise moral judgment, and promote the values and ethics of the profession of arms
- Convey complex information and communicate effectively and persuasively to any audience

Developing effective communication skills requires preparation, practice, and persistence. Therefore, USAWC academic programs integrate strategic leader communication competencies in their program and course learning outcomes, academic requirements, and co-curricular learning events. The USAWC Applied Communication & Learning Lab also provides a number of developmental and instructional resources to help students and faculty strengthen these essential skills.

## SECTION II

### STRATEGIC LEADER COMMUNICATION COMPETENCIES

At its core, communication is about how people use messages to create meaning and shared understanding in and across various contexts. At the strategic-enterprise level, communication entails the ability to analyze intended audiences, purposes, and contexts to frame and deliver messages that inform, influence, and inspire those audiences through written, oral, and visual communication. Drawing on DOD strategic guidance and best practices from the public, private, and non-profit sectors, the USAWC Applied Communication & Learning Lab identified 10 strategic leader communication competencies. Consistent with the Army Talent Attribute Framework's communication knowledge, skills, and behaviors, these competencies provide more specificity and strategic context for communication requirements of strategic leaders and advisors. This list is intended to inform curricular design, development, and assessment efforts, as well as guide students in their development during and after their time at USAWC.

**Written Communication.** *Strategic leaders convey complex information in writing in a clear, concise, organized, precise, accurate, and grammatically correct way under time and situational constraints.*

Strategic leaders are expected to write clear and concise military advice recommendations, guidance, and strategies, among other products in a fast-paced environment. Clarity and concision facilitate shared understanding and can be achieved by using language directly and economically, leaving out non-essential information and extraneous words. Precise language can help prevent misinterpretation, while communicating with accuracy entails using correct terminology and information. In addition, organizing information logically can help the audience follow the author's thinking. Using jargon or highly technical or stilted language can undermine the readability and clarity of the message, especially if the audience is unfamiliar with the terminology. Grammatical mistakes are also distracting to the audience and undermine the credibility of the product and the author.

**Oral Communication.** *Strategic leaders orally present complex information in a clear, concise, organized, precise, accurate, and grammatically correct way using appropriate tone in a timely manner.*

In addition to the expectations described in written communication, oral communication includes tone, which can also convey and clarify meaning. The right words with the wrong tone can undermine the message and alienate the audience, while the right tone can bolster the message and connect the audience to it.

**Visual Communication.** *Strategic leaders convey complex information through images and other visual elements and understand information that is visually represented.*

Visual communication is the practice of graphically representing information to create meaning. The form and content of visual messages work together to explore and explain information by providing visual context. Using communication strategies and design principles, strategic leaders can graphically convey complex information to strengthen a message, explain nuance, and emotionally connect with the intended audience. Visualizing data can also help audiences detect and understand patterns, trends, and outliers in groups of data.

**Audience Analysis.** *Strategic leaders identify the audience and purpose of a communication activity and assess the audience's expectations, needs, knowledge, interests, attitudes, and non-verbal cues to anticipate and tailor the content, language, structure, and style of the communication in a way that helps achieve the intended outcome.*

Strategic leaders are expected to communicate in a manner appropriate for the intended audience and environment. Communication is an audience-centered endeavor, and audience analysis is a core tenet of effective communication. By understanding and adapting to one's audience, an effective communicator can better connect with the audience, tailor more compelling messages, avoid misunderstandings, and respond to verbal and non-verbal cues. Leaders at the strategic level encounter and engage more diverse audiences, over whom they often have little authority or control, on more complex issues.

**Message Framing.** *Strategic leaders craft clear and compelling positions, recommendations, and narratives that synthesize information from multiple sources, distill the core elements of complex issues, assess military dimensions and implications, and present the larger context in a way that helps achieve the intended outcome.*

Strategic leaders are expected to frame complex information in a way that is accessible and digestible to senior decision-makers. Framing refers to how information, or communication messages, are presented to the audience, which influences how they perceive and interpret that information. Strategic leaders help decision-makers refine their thinking, make decisions, and prepare for engagements with key stakeholders. Effective communicators at the strategic-enterprise level clarify the big ideas, separate them into discreet thoughts, set the pace of information, and present them in logical order. They also present information in its larger context to give a sense of its relative importance and relevance to the situation.

**Persuasion.** *Strategic leaders persuade internal and external stakeholders to accept and act on a goal, recommendation, or decision by establishing credibility, presenting appropriately framed arguments with compelling evidence, and emotionally connecting with their audience.*

Persuasion is communication to convince people to change their attitudes or behaviors regarding an issue. Strategic leaders are expected to communicate persuasively on behalf of their organizations with a wide range of domestic and foreign audiences. At the strategic level, strategic leaders often have to communicate with audiences over whom they have little or no authority or control. Consequently, they must be able to exercise influence without authority. The ability to communicate persuasively enables strategic leaders to influence stakeholders' thinking, build support and consensus, and negotiate successfully. Persuasive communication relies on effective audience analysis, ability to frame compelling messages, active listening, and interpersonal skills.

**Inspirational Communication.** *Strategic leaders clearly and consistently articulate messages that inspire trust and motivate others to participate in and contribute to the accomplishment of shared outcomes.*

Strategic leaders are expected to recognize, anticipate, and lead change and innovation during a time of accelerated change in warfare, strategic competition, and disruptive technologies. Change at the strategic level typically involves large, complex, and diverse organizations, and leading change requires the ability to motivate individuals involved in a change effort. Communicating a clear and compelling vision gives individuals meaning and purpose and strengthens their relational connection and commitment to the organization, which can help overcome competing agendas and resistance to change.

**Principled Communication.** *Strategic leaders present ideas, information, and recommendations honestly, candidly, and fairly without injecting bias that prejudices actions and outcomes, in accordance with the profession's ethics, norms, and laws.*

For strategic leaders, principle-centered communication is both an expectation and a responsibility of ethical leadership. By communicating with honesty, integrity, empathy, and consistency, strategic leaders demonstrate and reinforce values, build trust inside and outside their organizations, and promote transparency and accountability. Using arguments and evidence to intentionally manipulate, mislead, or confuse the audience violates principled communication.

**Communication Climate.** *Strategic leaders foster a climate and environment that solicits, welcomes, and accords importance to constructive input, thoughtful inquiry, active listening without pre-judgment, and open communication.*

Strategic leaders are expected to build cohesive teams. A common feature of high-performing, collaborative teams is an open communication climate where individuals feel free to share their input and ideas, where differing views are welcomed and accorded import, and conflicts are discussed and positively resolved. In teams where open communication is valued, individuals are more willing to express innovative ideas and take risks, and productivity is higher. Trust is the basis of an open communication climate, and strategic leaders build trust within teams by demonstrating empathy, actively listening, and engaging in honest, respectful, and constructive interactions. Strategic leaders model effective interpersonal skills in an open communication climate.

**Communication Planning.** *Strategic leaders analyze and design a strategic communication approach that identifies key themes and messages, audiences, communication channels, timing, and desired impact.*

The ability to inform, influence, or inspire others at the strategic level extends beyond singular messages and communication activities. Instead, it requires the intentional combined impact of audience, message, means, and effects and aligning them with organizational objectives. Developing a strategic approach to communication can help ensure the right stakeholders are being reached and goals are being met. Communication planning is also valuable in crisis communication situations, as it helps organizations better prepare, saving time and resources.

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## SECTION III

### ASSESSMENT STANDARDS

Communication is an integral part of the curriculum in all USAWC academic programs. As such, USAWC students are assessed on their ability to think strategically and communicate their strategic thinking orally and in writing through course requirements, course evaluation reports, and academic evaluation reports (for Army students). Written assignments, oral presentations, and seminar contributions are opportunities for students to demonstrate strategic leader communication competencies as well as instruments to assess student learning.

This section provides USAWC standards for evaluating student written and oral communication and strategic thinking. In accordance with [USAWC Memorandum 623-1](#), student work will be evaluated on content, organization, and style or delivery. Of these components, content is paramount. The following tables provide assessment criteria and performance standards (rather than letter grades) that underpin content, organization, style, and delivery.

USAWC academic programs should use these standards to develop their own course-specific rubrics for evaluating student communicative efforts. Students can generally find these course-specific rubrics in course directives or other program guidance. The Office of Educational Methodology and Applied Communication & Learning Lab can help course directors design rubrics with assessment criteria and performance level descriptions.

## Written Communication Standards

	<b>Distinguished</b>	<b>Superior</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards</b>
<b>Overall</b>	Written products not only exceed standards in every salient respect, but stand as exemplars of excellence in written communication.	Written products are impressive and clearly above the norm.	Written products are informative, concise, and focused.	Written products are ineffective and deficient in one or more salient respects.
<b>Content &amp; Critical Thinking</b>	Student's writing demonstrates a robust understanding of the content's complexity by an elegant treatment of its nuances. The student expertly makes finely-crafted verbal arguments, while weaving in other perspectives, even those that are not obvious.	The student's writing demonstrates a strong understanding of the content's complexity. The student makes powerful and convincing verbal arguments, consistently considering many other perspectives.	The student's writing demonstrates acceptable understanding of the content's complexity. The student is able to make convincing verbal arguments, while also considering a few other perspectives.	The student's writing demonstrates little or no understanding of the content's complexity. The student has serious problems making convincing verbal arguments, and typically fails to consider other perspectives.
<b>Style &amp; Mechanics</b>	Work demonstrates economy and eloquence in phrasing, sense of rhythm, rich variation of sentence structure, expressed with subtle diction; mechanically perfect (or nearly so).	Work demonstrates fluent, clear, and forceful language; a very few instances of clichés or imprecise wording; slight errors in punctuation and spelling.	Work demonstrates clear ideas but may contain some clichés and casual language, lack of precision and inelegant wording; a few grammar and spelling errors that do not detract from the meaning.	Work demonstrates weak or flawed logic and flow. It shows little variety in sentence structure and is verbose and monotonous. Poor proofreading is evident in major errors in grammar and spelling, and immature, unclear word choices; errors detract from effectiveness of the message.
<b>Argument &amp; Organization</b>	Work effectively argues an elegantly phrased thesis. The thesis is compellingly evident as the work moves logically toward a conclusion, which progresses gracefully beyond the introduction by robust treatment of risk, implications, and recommendations for future thought.	The work consistently argues a focused thesis with no clichés or obvious observations. The work moves directly toward a conclusion while following the thesis, which progresses beyond the introduction by adequately discussing risk, implications, and significance.	The work consistently argues a thesis, but the thesis could be more focused. With only one or two detours, the work moves logically toward a conclusion, which simply restates the introduction with some discussion of recommendations.	The work inconsistently argues a thesis, or that thesis is unfocused. The work does not move logically toward a conclusion, which simply restates the introduction.
<b>Sources &amp; Evidence</b>	Claims are invariably supported by quotations, examples, and details, drawn from credible sources that may originate outside assigned readings; only slight format errors in citations.	Claims are supported by quotations, examples, and details, drawn from credible, relevant sources, with few exceptions; possible several improperly formatted citations.	Most claims are supported by quotations, examples, and details from usually relevant sources. Several citations may exhibit content and format errors, but no plagiarism.	Some claims are supported by quotations, examples, and details, often from questionable sources that are not adequately cited.



## Oral Communication Standards

	<b>Distinguished</b>	<b>Superior</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards</b>
<b>Content</b>	Seminar contributions and presentations reflect expert level of in-depth analysis and research, laser-focused on the audience, and achieve maximum effect through clear organization and impeccable delivery.	Seminar contributions and presentations are thoughtfully organized, germane to the audience; and alive with well-constructed arguments that are ably-supported with relevant evidence and solid reasoning.	Seminar contributions and presentations display analysis and research; are tailored to the intended audience; and achieve desired effects through clear organization and delivery.	Seminar contributions and presentations are characterized by minimal analysis, deficient insight, lack of evidence, inadequate preparation, poor organization, or a cavalier presentational style.
<b>Delivery</b>	Oral delivery techniques (posture, gestures, eye contact) confirm a speaker who is at ease delivering a message easily understood and convincing to any audience; listeners are left with few or no unanswered questions. If used, visual aids employ multiple media to enhance the message for quick comprehension with thought-provoking graphics.	Oral delivery techniques (posture, gestures, eye contact, etc.) deliver a message that is clear, crisp, persuasive, and consistently articulate. Message prompts listeners to ask thoughtful questions. If used, visual aids are professional, visible, eye-catching, and interesting.	Oral delivery techniques (posture, gestures, eye contact, etc.) enable clear conveyance and understanding of the speaker's message. Listeners must ask some questions for clarification. If used, visual aids are visible to all, and aid in understanding the message without detracting from it.	Poor oral delivery techniques (posture, gestures, eye contact, etc.) often distract from the intended message. Listeners must ask elementary questions to eliminate confusion about the meaning. If used, visual aids are ineffective.
<b>Seminar Discourse</b>	Recognized dialog leader, routinely initiates contributions more than once per session. Comments during seminar dialog are always insightful, incisive, and advance group's understanding of the topic. Comments are balanced between general impressions, opinions, and specific, thoughtful criticisms or contributions.	A frequent contributor to seminar dialog who is one of the first speakers on most topics. Comments during seminar dialog are always well-supported and constructive; uses appropriate terminology. Comments are balanced between general impressions, opinions, and specific, thoughtful criticisms or contributions.	Can be counted on to initiate a contribution at least once per session. Comments during seminar dialog are mostly insightful and constructive; mostly uses appropriate terminology. Occasionally, comments are too general or not relevant to the discussion.	Can be counted on to initiate contributions at least every other session. Comments during seminar dialog are sometimes constructive, with occasional signs of insight; does not use appropriate terminology. Comments not always relevant to the discussion
<b>Listening</b>	An exemplar of reflective listening who advances dialog with reasoned, probing questions and insightful positions.	Always listens attentively when others present ideas, as indicated by comments that reflect others' remarks with an intent to advance the dialog.	Mostly attentive when others present ideas, and is not simply planning own answer but attempts to build on others' remarks. Occasionally needs encouragement from faculty to stay on focus.	Often inattentive and needs faculty reminder of focus of discussion. Occasionally makes disruptive comments while others are speaking.

## Strategic Thinking Standards

	<b>Distinguished</b>	<b>Superior</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards</b>
<b>Knowledge of Strategic Concepts</b>	Displays expert comprehension and integration of concepts within and between courses.	Displays exceptional comprehension and integration of concepts within and between courses.	Displays acceptable comprehension of concepts within the course.	Poor or absent command of concepts within the course.
<b>Integrative Learning</b>	Student demonstrates mastery of key concepts as well as exceptional retention of supporting curriculum content. Seamlessly integrates and synthesizes, without prompting, across the curriculum.	Student demonstrates exceptional command of key concepts. Seamlessly integrates and synthesizes them, without prompting, across the breadth of the course.	Student demonstrates an adequate command of key concepts and, when queried, effectively integrates and synthesizes them across the breadth of the course.	Student's fleeting command of key concepts occasionally shows as difficulty in making connections across concepts within the course.
<b>Critical &amp; Creative Thinking</b>	Reflexively challenges assumptions and creatively defends positions, demonstrating exceptional critical and creative thinking skills.	Skilled at challenging assumptions and creatively defending positions, demonstrating above average critical thinking skills and some creative thinking.	Challenges assumptions and defends positions, demonstrating sound critical thinking skills.	Often fails to challenge assumptions and defend positions, fails to demonstrate basic critical thinking skills.
<b>Conclusions &amp; Implications</b>	Always identifies the most significant implications and consequences of potential approaches to an issue.	Consistently identifies the most significant implications and consequences of potential approaches to an issue.	Proven ability to identify the most significant implications and consequences of potential approaches to an issue.	Has difficulties identifying the most significant implications and consequences of potential approaches to an issue.
<b>Ethical Reasoning</b>	Can independently apply ethical perspectives and concepts to a complex issue.	Can apply ethical perspectives and concepts to a complex issue.	Demonstrates the ability to apply ethical perspectives and concepts to a complex issue.	Usually fails to apply ethical perspectives and concepts to a complex issue.
<b>Historical Mindedness</b>	Demonstrates an expert level of applying historical insights to any given situation.	Demonstrates skill at applying historical insights to any given situation.	Applies historical insights to any given situation.	Fails to consider, or with coaching, applies only rudimentary insights to a given historical situation.
<b>Perspective-Taking</b>	Skillfully anticipates and acknowledges other viewpoints and potential counter-arguments.	Consistently anticipates and acknowledges other viewpoints and potential counter-arguments.	Proven ability to acknowledge other viewpoints and potential counter-arguments.	Usually fails to acknowledge other viewpoints and potential counter-arguments.

## SECTION IV

### DEVELOPMENTAL RESOURCES

USAWC provides various resources to support the development of strategic leader communication competencies. Students and faculty can utilize these resources to better understand and practice written, oral, and visual communication.

#### **Applied Communication & Learning Lab**

Established in 2019, the Applied Communication & Learning Lab (ACL Lab) develops strategic leader communication competencies by integrating concepts and resources in USAWC academic programs and fostering an environment where faculty and students can collaboratively analyze national security challenges and communicate solutions. The ACL Lab conducts communication assessments, instruction, curricular support, and faculty development.

#### **ACL Lab Online**

The ACL Lab hosts ACL Lab Online, a SharePoint site with tips and techniques for effective writing, speaking, reading, and research skills. Designed as a self-directed learning platform, ACL Lab Online provides videos, instructional materials, and best practices to help students strengthen these skills and address areas identified in faculty feedback, individual learning plans, and the Student Development Guide. The site has a specific section dedicated to research resources to guide students through each phase of research design for their Strategic Research Requirement projects and other program projects. ACL Lab Online can be found at <https://usarmywarcollege.sharepoint.com/sites/ACLLabOnline>.

#### **Decision Innovation Hub**

The Decision Innovation Hub is a space where students, faculty, staff, and other partners can collaboratively and creatively think about complex strategic issues, develop and test innovative solutions, and create insightful products that support strategic decision-making. The Decision Innovation Hub is comprised of purpose-built, reconfigurable rooms with technology and other equipment that facilitate collaborative research and problem-solving. The Decision Innovation Hub is located in Root Hall next to the ACL Lab on the first floor.

#### **Diagnostic Assessments**

The Applied Communication & Learning Lab administers two diagnostic assessments of graduate skills to help students increase their self-awareness and identify opportunities for self-development. The Graduate Skills Diagnostic (GSD) is a 50-question assessment that measures facility with English language, grammar, and mechanics and familiarity with research protocols. The Military Graduate Skills in Reading (MSGR) assessment is a 25-question assessment that measures reading comprehension. Students receive feedback on their performance and resources for further developing reading and writing skills. These assessments are administered through the USAWC Assessment Hub prior to matriculation.

## **Effective Writing Lab**

In the Resident Education Program, the Effective Writing Lab (EWL) is a non-credit “short course” designed to assist selected students in developing, organizing, and polishing written work. Structured in a workshop format, EWL addresses common writing challenges and tailors writing guidance to course papers and the Strategic Research Requirement. EWL participants have priority access to writing support throughout the academic year. Students are selected based on the Graduate Skills Diagnostic.

## **Effective Writing Seminar**

In the Distance Education Program, the Effective Writing Seminar (EWS) uses a combination of synchronous and asynchronous instruction to provide guidance on basic writing skills required to complete the degree program. The EWS aims to increase student ability to (1) organize, draft, and revise graduate-level essays, (2) distinguish between active and passive voice, (3) edit written materials, and (4) write effectively as required for strategic leadership. DDE faculty recommend students for participation in the EWS based upon a 500-word diagnostic essay written during the voluntary DE2300 Orientation Course. At the end of the seminar students may resubmit the essay for additional feedback. This process helps students prepare to successfully negotiate future writing requirements.

## **International Fellows Writing Program**

The International Fellows (IF) Writing Program offers academic assistance in English writing and research in conjunction with the USAWC IF Program. This assistance includes:

- English writing and research proficiency assessments and focused academic skills classes as part of IF Orientation course.
- Supplementary classes for IFs requesting additional academic English writing support (conducted and scheduled based upon request throughout the academic year).
- Writing tutoring at the Dickinson College Writing Center. IFs can register and schedule an appointment on the Dickinson College Writing Center website. Participation is voluntary. For more information or assistance, contact the IF Writing Instructor.
- Individual instruction with the IF Program Writing Instructor, including assistance with specific course writing projects, and research projects (scheduled by appointment).

A three-month IF Academic Prep Course is also offered prior to the start of the academic year to prepare IFs for the rigors of graduate-level academic work at USAWC.

## **Maker Space**

The Decision Innovation Hub maker space is equipped with 3D printing and large-format printing capabilities. It gives students and faculty an opportunity to test, practice, and communicate ideas in a visual or tactile way.

## **One Button Studio**

Located in the Decision Innovation Hub, the One Button Studio is a self-service, simplified recording studio that allows students and faculty practice oral communication and record high-quality video presentations with just the touch of a button and a thumb drive. The studio is equipped with a green screen for projected visual aids and computer stations with editing

software to produce recorded videos. This easy-to-use studio does not require prior production experience to use.

### **Online Writing Consultations**

The ACL Lab offers 50-minute writing consultations with online writing coaches. Writing coaches offer feedback and strategies to help students organize ideas, strengthen evidence-based arguments, improve clarity and concision, and develop proofreading and editing skills. They do not proofread, edit, or correct papers or comment on a paper's content. Students can schedule an online writing consultation with a writing coach through <https://usawc.mywconline.com>. See ACL Lab Online for more information on scheduling and preparing for writing consultations.

### **Root Hall Library Resources**

Located in the Root Hall Knowledge Commons, the Root Hall Library provides online and in-person resources for developing research, reading, and writing competencies through video tutorials, in-depth workshops, one-on-one research consultations, and print and electronic materials. For more information and access to online resources, visit <https://arena.usahec.org/web/arena>.

### **Student Research Repository**

The Student Research Repository is a searchable database of USAWC student research projects since 2014. Students can use the database to look for potential research topics and explore past work. The Student Research Repository is located on SharePoint at <https://usarmywarcollege.sharepoint.com/sites/ResearchRepository>. Students can also access the site from Compass.

### **USAWC Press Tips**

The USAWC Press issues a regular "Press Tips" series that provide helpful information on the mechanics of communication, including common errors in writing and source documentation. Press Tips are available at <https://ssi.armywarcollege.edu/press-tips/>.

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## SECTION V

### COMMUNICATION TERMS & CONCEPTS

This section defines key communication terms and concepts that students will likely encounter in their academic programs. The section provides a common lexicon for students and faculty to use when designing and completing communicative assignments and providing and discussing feedback. For tips and tutorials on how to improve in these areas, please consult the [ACL Lab Online](#) SharePoint site.

#### **Abstract**

An abstract is a short, self-contained paragraph that gives an overview of a written product's thesis, main points, conclusion, and recommendations. Readers use abstracts to decide whether to read the written product and/or determine its utility for a research effort. An abstract is usually 150 to 250 words and should be written after a paper is complete.

#### *Example*

Senior Service Colleges (SSC) and institutions of Joint Professional Military Education (JPME) need a fresh approach to the role of research and writing in preparing senior officers for strategic responsibility. SSC students have the insights and abilities to become some of the most important contributors to ideas on national security, yet they are often hampered by lack of preparation and the assumption that they cannot write, nor learn to write, in ways that could affect the strategic landscape. Changing the culture of JPME to prioritize the transformation of SSC students from warriors to “warrior-scholars” will help JPME to better serve students, the Services, and the Nation. Though JPME is often criticized for shortcomings, actionable guidance for meaningful change is seldom offered. Four considerations are recommended in support of a culture in which SSC student scholarship is valued, encouraged, and nurtured to produce well-informed strategic leaders who can think and are capable of writing effectively at will.<sup>1</sup>

<sup>1</sup>Abstract for Larry D. Miller and Laura A. Wackwitz, “Strategic Leader Research: Answering the Call,” *Joint Force Quarterly*, 97, (2<sup>nd</sup> Quarter, 2020), 39-46.

#### **Annotated Bibliography**

An annotated bibliography is an organized list of sources (with associated citations) that briefly summarizes and evaluates each source, including how it may be used in a research project. Writing an annotated bibliography can help a researcher think critically about their sources and prove the quality of their sources used in research. An annotated bibliography can be part of a larger research project or a stand-alone product.

#### **Applied Communication**

Applied communication focuses on the study of an issue or problem with the primary purpose of identifying solutions and recommendations to address the issue and connecting them to relevant stakeholders. It explores the relationship between communication theory and practice in an applied context. Scholars and practitioners typically look through an applied lens because of a desire to conduct research that makes a difference and impacts those outside academia.

## Argument

Well-reasoned arguments elevate and strengthen communication. An argument is a defensible position or claim (also called thesis), supported by well-documented evidence. Authors must (a) clearly articulate the arguments advanced, (b) identify the intellectual roots of their work, (c) ground declarative statements in appropriate evidence, (d) organize arguments in a fashion conducive to deductive reasoning and enhanced reader understanding, and, in the process, (e) acknowledge and address counter arguments.

## Assertion – Support – Analysis Model

The Assertion – Support – Analysis (A-S-A) model is an effective way to structure paragraphs. See Appendix C under Course Paper.

- **Assertion:** A statement of a key point that supports the thesis, or argument. It serves as the topic sentence and is the student's own thinking. It is typically one sentence.
- **Support:** Evidence, documentation, or examples that add credence to an assertion. It is typically two or three sentences. Cite your sources.
- **Analysis:** Explains how the support connects to the assertion or how the audience should interpret the evidence, relating it back to the thesis. It reaffirms the assertion by expanding upon the evidence; directly ties the evidence to the thesis; interprets the evidence; and advances a clear conclusion, addressing takeaway implications of the supporting evidence. The key is to show what you think about the evidence. It is one of the most critical parts of any submission that USAWC graders are looking for.

## Audience

The audience is the recipient or target of a communicative effort. Knowing the audience helps communicators make decisions about what information to include, how to arrange it, and what kind of supporting details are necessary to inform or persuade the reader or listener. An effective communicator must analyze their intended audience to learn what they already know, what they need to know, and why they need to know it. Understanding the audience's interests and attitudes also helps the communicator tailor the content, language, and style of their communication in a way that helps achieve the intended outcome.

## Bibliography

A bibliography is an alphabetically ordered listing of references that facilitates quick identification of sources used in a document. Bibliographies are normally preceded by footnotes, endnotes, or parenthetical citations in the body of paper. Unless directed, USAWC papers typically do not include a bibliography. Students may prepare a preliminary bibliography of relevant materials to help guide their research process.

## Body Paragraphs

Following the introduction, the body of the paper presents evidence in a logical sequence in a series of well-structured body paragraphs that convince the reader of the validity of the thesis. In other words, body paragraphs elaborate on and explain the main points of the thesis. Body paragraphs should begin with a topic sentence that describes what the paragraph is about and should be limited to one topic. In argumentative writing, topic sentences are typically the main points of the argument (i.e., assertions in the A-S-A model).



## **Citations**

A citation is a reference to the source of information used in a communicative product. Citations give proper credit to the authors of words or ideas used in one's own work, establish credibility that one's work is grounded in a broader body of knowledge, and provide others with the information necessary to locate cited sources.

## **Clarity**

Clarity is of utmost importance in national security communication given the nature of the mission. Communicators can improve clarity by using active voice, strong verbs, transitional words, and parallel constructions, while avoiding vague words, jargon, and nominalizations (i.e., noun form of verbs). Using simple, direct language in short sentences can also improve clarity.

## **Coherence**

Coherence refers to the macro-level connection of ideas in a document as a whole (i.e., "sense of the whole") through the logical development of the thesis (global coherence) and unified paragraphs (local coherence). In coherent communication, the audience can follow easily from one major idea to the next without any confusing logical jumps. A communicator can build global and local coherence by employing a fully developed outline or graphic organizer, a clear and focused thesis statement, and topic sentences, as well as ensuring all ideas in a paragraph relate to the topic sentence and all topic sentences connect back to the thesis.

## **Cohesion**

Cohesion refers to the micro-level connection of ideas from sentence to sentence (i.e., "sense of flow"). In cohesive communication, sentences are linked together in a way that makes relationships clear and logically progresses the argument within a paragraph. A communicator can strengthen cohesion by using parallel structure, transitions, reference words (e.g., this, which), and repetition of key concept words. Without cohesion, the audience is forced to make connections between disconnected ideas.

## **Concision**

The goal of concision is to communicate an idea using only the number of words necessary to convey it clearly. Concise communication is livelier and easier for the audience to digest, while wordiness is harder to understand. To communicate concisely, communicators can delete words that do not add meaning, such as "there are" or "actually," and redundant phrases, such as "end result." Communicators can also look for ways to reduce wordy phrases to a single word, such as changing "in the event of" to "if."

## **Conclusion**

A well-crafted conclusion in a paper or presentation does more than simply summarize the thesis and main points. It synthesizes the key points and explains the significance, broader context, or implications of the argument. A conclusion should not introduce new information.

## **Content Note**

A content note is used to provide supplemental information that is related to but slightly outside the scope of a paper's argument. Content notes should not include information essential to the

paper's argument. They appear as footnotes at the bottom of a page and include source documentation if required. Readers should always read content notes as they may contain useful insights or information.

### *Example*

Consequently, a second force consists of internal stakeholders who expand those formal duties with opinions of other, non-written responsibilities. For example, superiors, subordinates, and peers within the organization expect senior leaders to behave in ways that advance that group's personal interests.<sup>13</sup>

<sup>13</sup> The alignment between personal and organizational interests is a critical leadership function. Peter Senge suggests that such alignment is the essence of an organizational vision. Peter Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization* (New York: Currency, 2006), 191-215.

## **Data Visualization**

Data visualization is the presentation of data in pictorial or graphical formats, such as charts, tables, graphs, geospatial maps, infographics, and dashboards, to communicate complex data relationships and data-driven insights. Data visualizations can be used to generate ideas, identify patterns and trends, illustrate ideas, and tell a story. Well-crafted data visualizations are properly labeled, accurate, focused, and contextualized. Poorly crafted data visualizations misrepresent or distort data, which can result in the audience misinterpreting the information.

## **Epigraph**

An epigraph is a single introductory quote that frames the context for the paper that follows. Only include an epigraph when it has substantial relevancy to the paper's argument in a way that would not be possible in the body of the text. Overuse of epigraphs detracts from the impact of a writer's own words. Epigraphs are used for longer USAWC research projects and generally should not be used for shorter course papers.

### *Example*

We must all hang together, or assuredly we shall all hang separately.

—Benjamin Franklin<sup>1</sup>

Paper text starts here.

<sup>1</sup> Benjamin Franklin, *Declaration of Independence*, Philadelphia, PA. Statement attributed as Franklin signed the United States Declaration of Independence from Great Britain, July 4, 1776, <http://www.ushistory.org/valleyforge/history/franklin.html>.

## **Evidence**

The strength of a paper or presentation depends on the strength and sufficiency of the evidence used to support its arguments and develop the overall thesis. Each main point should be supported with high quality evidence derived from credible sources. Credible evidence is (a) grounded in valid, reliable and properly referenced information, (b) supported by additional evidence, (c) assumed to be false prior to its incorporation (by looking at the negative, authors

can find flaws in their own reasoning and develop arguments to refute counterclaims), (d) clearly and logically connected to the thesis or claim, and (e) placed in context within the larger professional and academic discussion.

Evidence may come from primary or secondary sources. Primary sources are original materials on which subsequent research is based. They present information in its original form, neither interpreted, condensed, nor evaluated by other writers. Primary sources may include personal accounts, original contemporary research, or government documents. Secondary sources provide commentary upon, interpretation of, or analysis of primary sources. They put primary sources in context. Secondary sources can include scholarly books, articles, and biographies. For example, the US National Security Strategy is a primary source, while a think tank's critical analysis of the US National Security Strategy would constitute a secondary source.

Evaluating sources is a critical component of finding, collecting, and analyzing evidence to support an argument. To evaluate the strength and appropriateness of a source, consider its *authority* (who wrote the material?), *accuracy* (is this fact or opinion?), *currency* (does it capture contemporary thinking?), *objectivity* (for what purpose was it created?), and *coverage* (is it relevant?).

### **Generative Artificial Intelligence**

Artificial intelligence (AI) tools use artificial intelligence and large language models to generate original text, images, movies, and music from a prompt. ChatGPT, one of the most widely known generative AI tools, works by analyzing a large dataset of text and learning the patterns and relationships between words and phrases, called tokens, to create a response to a question submitted by a user. In other words, most AI writing tools, like ChatGPT, generate text based on the mathematical relationships between the tokens in extremely large training databases. The output of these generative AI tools often gives the illusion of comprehension and agency, but these tools have neither.

In its current stage, generative AI has a number of limitations. For example, they are limited by the data on which they have been trained. Many modern models have been trained on the broader internet, which often includes information from less credible sources, like social media. In addition, the content they generate is not always accurate and may include unrelated or made-up sources or improper citations. The utility of generative text-based AI tools depends on the quality of the questions asked of it and a user's ability to evaluate the content produced and the sources used to generate that content.

See Section VII for guidance on citing AI-generated content and Appendix A for guidance on permissible use of generative AI tools.

### **Graphic Organizers**

A graphic organizer is a visual diagram that shows relationships between thoughts, concepts, and text. While graphic organizers can take many different forms (e.g., vertical, horizontal), they allow a communicator to make important content and organizational decisions prior to drafting a paper or presentation. A *mind map*, or concept map, is a nodal graphic organizer for generating and organizing ideas. It involves writing down a main idea and radiating, branching, and connecting related information.

## Headings

Headings demarcate paper sections to facilitate readability. Headings logically follow a paper's organization and signal important transitions for the reader. Short papers may not require headings, they but may be helpful. See Section IX for formatting headings.

## Hook

A hook is a statement at the beginning of a paper or presentation that grabs the audience's attention and makes them want to continue reading or listening. The hook should relate to the thesis. Crafting an effective hook requires understanding the audience, what will resonate with them, and the purpose of the communicative effort. Some common hooks in strategic leader communication include revealing a misconception or knowledge gap, an interesting fact, statistics, and strategic significance of the topic. In oral presentations, personal or humanizing anecdotes can also be effective.

## Introduction

The introduction sets up the paper or presentation for the audience. It should hook their attention, provide the strategic context for the topic, and preview the paper or presentation's argument, while avoiding overgeneralizations, non-essential background information, and lengthy descriptions. Typically, the introduction ends with the thesis statement that outlines the paper or presentation's structure.

## Message

In communication, a message is the key point or bottom line that a communicator wants to convey to their audience. In academic writing, the core message is the thesis statement. In professional communication, it is the key takeaway. How a message is framed can impact how the audience perceives and interprets information. Framing a message that is appropriate and effective for the intended audience requires analyzing that audience and the purpose of the communicative effort.

## Narrative

A narrative is a compelling story line that can explain events convincingly and from which inferences can be drawn. At the strategic level, a strategic narrative is the means for political actors to construct a shared meaning of the past, present, and future of international politics to shape the behavior of domestic and international actors. A narrative is relatively enduring and drives communication themes and messages. Themes are distinct, unifying ideas that support the narrative and provide guidance and continuity for messaging, while messages are discreet, tailored information for specific audiences and delivered through words, actions, or images.

## Organization

Effective organization maximizes argument development, message impact, and audience understanding. Presenting information in a concise, logically organized way helps the audience to quickly and easily digest information. Common organizational schemes include:

- *Problem-Solution*: provide background information and evaluate a situation; then provide one or more options or recommendations for future action
- *Chronological*: events are organized in sequential order

- *Systemic*: events, people, or things are organized according to their placement in a system or process
- *General to Specific*: Arrange by main point or points and fill in supporting details, examples, and illustrations

## Outline

Outlines are a useful tool to organize ideas, visualize potential structure, develop points, and logically connect information to the thesis prior to drafting a paper or presentation. Outlines lay out the main points and supporting evidence in the order they will be presented. Some common types of outlines are topic outlines, sentence outlines, question outlines, and reverse outlines. A *topic outline* organizes main ideas using only words or phrases without any details, while a *sentence outline* uses complete sentences that fully express each main point. These sentences often become topic sentences. A *question outline* is structured around questions about the main ideas to help a communicator develop topic sentences. Lastly, a *reverse outline* is created from a draft during the revision process to help a communicator examine the argument's structure and ensure its main points are clear and logically sequenced to support the thesis. It is important to have a working thesis statement before beginning an outline.

To draft a question outline:

- Identify a question to answer for each paragraph. (This question should be one of the subordinate elements of the overall question.) Lay these out in the order they will appear in the paper to form the question outline.
- Answer each question in one declarative sentence. This sentence will become the assertion, or topic, sentence opening each paragraph.
- Follow the assertion with strong declarative statements presenting evidence in support of each assertion topic sentence. Then follow with analysis. (i.e., the “so what” that your reader should take away from this paragraph).
- After addressing each of the subordinate questions, go back and write the introduction (with thesis statement and essay map) and your conclusion.

To create a reverse outline:

- Start with a complete or partial draft. Create an outline by systematically listing the main idea of each paragraph.
- Check to see if more than one idea is introduced in a paragraph, the main idea is clearly stated in the topic sentence, every paragraph connects back to the main point, and the ideas progress logically.
- Based on these answers, revise the text to enhance coherence, concision, and clarity.

## Paraphrase

Authors who paraphrase use their own words to express another's ideas. Paraphrasing is an important art to master, as it enables communicators to incorporate other's ideas to strengthen their claims while giving the original source proper credit. Paraphrase requires a full re-stating of another author's position in new words; words cannot simply be rearranged to new order or replaced with synonyms in the original order. Effective use of paraphrase prevents authors from

overusing direct quotations, a practice which detracts from an author's argument and is associated with weak writing. A citation is required for paraphrased text.

## Quotations

Quoting is using the exact words of another author. Quotations are best used when the original author has written or said something in such a way that to paraphrase it would weaken the quality or unique character of the author's words. Block quotations are quotes longer than four lines of text. Block quotations are indented and do not have quotation marks.

Quotations should be used sparingly so that your text primarily reflects your own words and thinking. Too many quotations can clutter a text or interrupt its flow. When using quotes, communicators should use quotation marks (except in block quotes), provide context and lead-in for the text, and properly attribute and cite it. See Section IX for formatting a block quotation.

### Examples

#### Block Quotation

As Ike Skelton observed:

The constancy with which the United States carried out its global responsibilities over the long course of the Cold War is a great testimony to the character of the American people and to the quality of the leaders who guided the Nation through often trying times. In spite of the cost, in the face of great uncertainties and despite grave distractions, our nation showed the ability to persevere. In doing so, we answered the great question that Winston Churchill once famously posed: "Will America stay the course?" The answer is, we did.<sup>1</sup>

<sup>1</sup> Ike Skelton, *Whispers of Warriors: Essays on the New Joint Era* (Washington, DC: National Defense University Press, 2004), 79.

#### Brief Quotations

Ike Skelton observed that "our nation showed the ability to persevere."<sup>2</sup>

<sup>2</sup> Skelton, *Whispers of Warriors*, 79.

#### Short Paraphrase

During the Cold War era, government officials and the American public demonstrated a sustained and impressive commitment in the face of numerous obstacles and fears.<sup>3</sup>

<sup>3</sup> Skelton, *Whispers of Warriors*, 79.

#### Paraphrase with Quotation

This commitment is, as Ike Skelton observed, "a great testimony to the character of the American People and the quality of the leaders who guided the Nation through often trying times."<sup>4</sup>

<sup>4</sup> Skelton, *Whispers of Warriors*, 79.

## Point of View

Point of view is the perspective from which an essay is written. In academic writing, papers are generally written in the third person point of view, where the author does not refer to themselves. Using the third person point of view demonstrates grounding in research, rather than one's personal perspective, giving it more credibility and objectivity. There may be times (and academic disciplines) when first person point of view is appropriate, such as reflective essays or proper language usage. For example, "I propose" or is preferable to "The writer of this essay proposes."

### *Examples*

First Person (informal): I observed chaos in the American media following the Sony Pictures Hack. My colleagues and I debated what we should do to deter cyber espionage.

Third Person (formal): The Sony Pictures Hack brought cyber espionage to the forefront of the American media consciousness late in 2014, sparking debate over appropriate responses to and effective means of deterring cyber espionage.

## Research

Research is the systematic inquiry into a subject to create new knowledge and/or to use existing knowledge in a new and creative way so as to generate new concepts, methodologies, and understandings. It involves asking a question; collecting, documenting, analyzing, and interpreting information using suitable methodologies; and reporting the results. Good research is grounded in historical and/or theoretical concepts that surround the issue being investigated, high-quality evidence derived from source materials, and detailed and accurate source documentation.

Conducting research builds cognitive and communication skills expected of strategic leaders, such as the ability to identify, structure, and scope a complex problem/question; analyze, synthesize, and evaluate relevant information; and draw conclusions and make recommendations for a decision-maker based on that information.

## Summarizing

Summarizing means to boil down the main points into a more concise version of the original text. It involves deleting extraneous material, highlighting key points, synthesizing overall meaning, and condensing primary ideas, while remaining faithful to the original source's meaning and emphasis. Summarizing is a useful tool for providing background, context, or supporting evidence. A citation is required for summarized text.

## Thesis

The thesis is the primary argument or position advanced in a paper or presentation. A strong thesis is (a) *relevant* (it fully responds to the prompt or research question); (b) *arguable* (it addresses a topic worthy of interrogation or debate); (c) *defensible* (it is supported by evidence); (d) *clear* (it is focused and concise with enough specificity to avoid overgeneralizations and vague propositions); and (e) *interesting* (it captures the audience's attention).

The thesis statement is a one or two sentence articulation of the argument. It ideally appears at the end of the introduction and fully addresses the prompt or research question. There are different types of thesis statements. An *open thesis statement* consists of the central claim or position the paper or presentation argues. A *closed thesis statement* consists of the central claim and the reasons that support the claim in the order in which they are discussed in an essay roadmap. Essay roadmaps signal to the audience the argument's structure and sequence.

*Example*

**Open Thesis Statement**  
 Economic sanctions are ineffective vehicles for achieving political objectives at the international level. } Central Claim

**Closed Thesis Statement**  
 Economic sanctions are ineffective vehicles for achieving political objectives at the international level } Central Claim  
 because they often strengthen an adversary's resolve, contribute to corruption and organized crime, and create humanitarian crises.

Essay Roadmap

## Transitions

Transitions establish relationships and logical connections between ideas in sentences, paragraphs, and sections. They are more than verbal decorations; transitions are words and phrases with particular meanings that tell the audience how to think about and react to the information in a particular way. Transitions promote coherence and cohesion in a paper or presentation.

## Voice (Active and Passive)

Active voice is when the subject of the sentence is performing the action. Passive voice is when the subject of the sentence is receiving the action. The choice of active vs. passive voice focuses attention on particular elements of a sentence and should be used to direct attention to the part of the sentence that it is the most important. Active voice is generally considered stronger, clearer, and more economical; therefore, when in doubt, students should opt for the active voice. However, passive voice, used appropriately, can add to sentence strength, increase understanding, and direct the reader's attention to important elements that might be overlooked in active voice constructions.

*Example*

The subject performs the action on the object.

↓ ↓ ↓

**Strategic leaders must use language judiciously.**

**Language must be used judiciously by strategic leaders.**

↑ ↑ ↑

The subject is acted upon by the object.



## SECTION VI

### SOURCE DOCUMENTATION & AVOIDING PLAGIARISM

In communicating with integrity, strategic leaders give credit where credit is due by attributing and citing others' ideas and information. Strategic leaders are expected to synthesize information from multiple sources to frame complex issues and assess their military dimensions, develop strategies, and make persuasive arguments. This section explains USAWC's institutional policies and expectations for source documentation and academic integrity.

#### Why Do We Cite?

Properly citing sources is a fundamentally important part of research, scholarship, and academic integrity. We cite sources to give proper credit to the authors of words or ideas we use to develop our own ideas, establish credibility that our work is grounded in a broader body of knowledge, and provide our audience with the information necessary to locate the cited sources. If sources are not properly cited, students and scholars could be accused of plagiarism and/or sloppy scholarship.

#### What Do We Cite?

Students and scholars are expected to cite:

- information that did not originate inside the author's own mind,
- materials used in the development of a paper,
- previously circulated self-authored works, and
- translations of other's works.

Information that is considered common knowledge does not need to be cited. Broadly speaking, common knowledge is information that the average, educated reader would accept as reliable without having to look it up. Common knowledge can include information shared by a cultural or national group or members of an academic discipline. To decide whether information is considered common knowledge, consider the audience and what they already know. (What may be considered common knowledge in one nation, culture, or academic discipline may not be common knowledge in another.) Information that is not considered common knowledge are specific dates, numbers, or facts the reader would not know unless they had done the research.

#### *Example*

Common Knowledge: The invasion and subsequent war to liberate Kuwait was known as the Persian Gulf War of 1990-91.

Not Common Knowledge: OP PLAN 90-1002 provided for deploying 100,000 troops to the Persian Gulf region over the course of 12 to 16 weeks following 4 weeks of pre-deployment preparation.

The best advice when it comes to common knowledge: When in doubt, cite your source.

## What is Plagiarism?

Plagiarism is the antithesis of principled communication. At USAWC, plagiarism is defined as the use of someone else's work without giving proper credit to the author or creator of the work. Whether intentional or unintentional, plagiarism is a serious violation of academic integrity. Students who are unsure whether certain conduct would constitute plagiarism should seek guidance from their faculty prior to submitting their work. Substantiated incidents of plagiarism will result in a "Fails to Meet Standards" grade for the course and is a basis for disenrollment. Charges of plagiarism may also result in subsequent disciplinary action separate from disenrollment. See [USAWC Memo 623-1, \*Student Assessment\*](#), and [USAWC Memo 350-7, \*Disenrollment from the US Army War College\*](#).

Plagiarism can take different forms, such as:

- Paraphrasing another author's work without giving proper credit to the author (i.e., incorporating the other author's ideas into one's paper in any manner that suggests that the ideas are one's own when they are, in fact, derived from another source).
- Directly quoting another author's work without giving proper credit to the author (i.e., incorporating the other author's words into one's paper in any manner that suggests that those words are one's own and not a quotation from the original source).
- Copying a segment of another's work word for word without quotation marks or block quotation formatting. Failure to properly acknowledge quoted material constitutes plagiarism regardless of whether a source citation accompanies the material.
- Using another author's work in its entirety and presenting it as one's own work (i.e., submitting another's work—purchased or preexisting—under one's own name).
- Translating an author's work into another language and submitting the work as one's own (i.e., taking a document written in Portuguese, translating it into English, and putting your name on it as if the original words/ideas—not just the translation—are one's own).
- Patchwriting: Taking bits and pieces from a variety of sources, combining them through partial paraphrase or direct quotation, and claiming the ideas/words as one's own (i.e., weaving together information from several different documents, adding some of one's own words and ideas, shifting word order, and claiming the patchwork as one's own).
- Repackaging, in part or in full, one's own previously published or circulated work and presenting it as a newly authored piece without complete reference to the original. If, for example, one wrote or contributed to a government project or conducted a professional presentation, they should reference their work as any other work, including giving proper credit to co-authors. Failure to do so is self-plagiarism.

## Avoiding Plagiarism

- Always document when quoting materials from another.
- Always quote when lifting five or more consecutive words from a source.
- Always provide a citation when rephrasing the ideas/material through paraphrase.
- Cite all sources, including those that have been published, those that have not, those that you have translated, and those that you may have previously written yourself.
- When in doubt about source documentation, seek guidance.

## SECTION VII

### CITATION RESOURCES

This section provides guidance on USAWC's citation style, citation resources, and information for common footnote formatting questions, including citations for discipline-specific sources such as military doctrine.

#### **USAWC Citation Policy**

*The Chicago Manual of Style* is the official style guide of the USAWC. Unless otherwise directed, students are required to use *The Chicago Manual of Style* footnote format (Notes and Bibliography System) to cite all sources they use to develop their course papers, research projects, and other academic requirements. (USAWC typically does not require a bibliography.)

Students are responsible for formatting their own footnote citations and should not ask research librarians, ACL Lab faculty, or support staff to review and correct their citations. Research project advisors are expected to review their students' footnote citations and correct them when necessary. ACL Lab faculty can answer specific questions about footnote citations that are unusual or difficult to find.

#### **Citation Resources**

USAWC provides several resources to help students and faculty properly format their citations. Students are expected to make their best effort to properly format citations using the *Chicago Manual of Style*. If an exact match cannot be found for a source, students and faculty should use the citation format closest to the source.

Students and faculty can access *The Chicago Manual of Style Online* through the USAWC Army Heritage and Education Center's library resources webpage: <https://usawc.libguides.com/current/resources>. The link to *The Chicago Manual of Style Online* is listed under USAWC Subscription Databases. This resource requires the username and password you were assigned to remotely access library databases.

Students and faculty can also consult *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian, also known as the "Turabian Manual" for citation formats. The Turabian Manual is based on *The Chicago Manual of Style*. Copies of the Turabian Manual are issued to students in the resident program and are available in the Root Hall Library, part of the Knowledge Commons, on the Terrace level.

#### **Common Formatting Questions**

Artificial Intelligence-Generated Text. Use of a generative artificial intelligence (AI) tool must be cited as with any other source. As generative AI is an emerging technology, there are not yet clear guidelines for how to incorporate it into existing citation styles. USAWC's current guidance is to cite AI as a personal communication or written correspondence whether it is used to generate ideas or text or check for grammar and organization. Please note that USAWC guidance may change in the future as citation style manuals are updated.

*Examples*

<sup>3</sup> ChatGPT, response to “what is the relevance of strategic empathy in international relations,” February 22, 2023, OpenAI.

<sup>4</sup> ChatGPT, response to “check writing for grammar and punctuation,” February 22, 2023, OpenAI.

Use of *ibid.* The 17th edition of *The Chicago Manual of Style* no longer recommends using *ibid* to denote works cited in the immediately preceding note. Instead, USAWC writers should use a shortened citation for works previously cited.

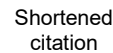
Shortened citations. USAWC writers should use a shortened citation for works previously cited in their paper. It should include the author’s name, shortened title of work, and page number. (Do not add *ed.* if it is an edited volume.)

*Example*

<sup>5</sup> James S. Major, *Communicating with Intelligence: Writing and Briefing for National Security* (Lanham, MD: Rowman & Littlefield, 2014), 191.

<sup>12</sup> Major, *Communicating with Intelligence*, 120.

Shortened  
citation



Electronic Sources. In citing sources found online, include the URL (or DOI, digital objective identifier, if available) or database in the citation. Only include an access date if there is no publication or posting date for the online source.

*Examples*

<sup>4</sup> Grace F. Sanico and Makoto Kakinaka, “Terrorism and Deterrence Policy with Transition Support,” *Defense and Peace Economics* 19, no. 2 (April 2008): 156, <https://doi.org/10.1080/10242690701505419>.

<sup>8</sup> John Crabtree and Ann Chaplin, *Bolivia: Processes of Change* (London: Zed Books, 2013), 150, ProQuest.

Multiple Sources. If you cite several sources to make a single point, group them into a single footnote to avoid cluttering your text with multiple reference numbers. Separate citations with semicolons and insert “and” before the last source cited.

## Citations for Discipline-Specific Sources

Some sources USAWC students commonly use are not easily found in *The Chicago Manual of Style* (or Turabian Manual), such as national strategies and military doctrine. Therefore, this section provides guidance on how to format footnote citations for these discipline-specific sources as well as information on common citation formatting questions. See Section VI for more information on USAWC citation policy and resources.

### Strategic Guidance Documents

<sup>1</sup> Joseph R. Biden, *Interim National Security Strategic Guidance* (Washington, DC: White House, 2021), 7–8, <https://www.whitehouse.gov/wp-content/uploads/2021/03/NSC-1v2.pdf>.

<sup>2</sup> Department of Defense, *Summary of the 2018 National Defense Strategy of the United States of America: Sharpening the American Military's Competitive Edge* (Washington, DC: Department of Defense, 2018), 4, <https://dod.defense.gov/Portals/1/Documents/pubs/2018-National-Defense-Strategy-Summary.pdf>.

<sup>3</sup> Joint Chiefs of Staff, *Description of the 2018 National Military Strategy* (Washington, DC: Joint Chiefs of Staff, 2018), 4, [https://www.jcs.mil/Portals/36/Documents/Publications/UNCLASS\\_2018\\_National\\_Military\\_Strategy\\_Description.pdf](https://www.jcs.mil/Portals/36/Documents/Publications/UNCLASS_2018_National_Military_Strategy_Description.pdf).

<sup>4</sup> Department of Defense, *Stabilization*, DOD Directive 3000.05 (Washington, DC: Department of Defense, 2018), 3, <https://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodd/300005p.pdf?ver=2018-12-13-145923-550>.

### Military Doctrine

<sup>5</sup> Joint Chiefs of Staff, *Doctrine for the Armed Forces of the United States*, JP 1 (Washington, DC: Joint Chiefs of Staff, 2017), IV-3, [https://www.jcs.mil/Portals/36/Documents/Doctrine/pubs/jp1\\_ch1.pdf](https://www.jcs.mil/Portals/36/Documents/Doctrine/pubs/jp1_ch1.pdf).

<sup>6</sup> Department of the Army, *Offense and Defense*, ADP 3-90 (Washington, DC: Department of the Army, 2019), 3-1, [https://armypubs.army.mil/epubs/DR\\_pubs/DR\\_a/pdf/web/ARN18377\\_ADP%203-90%20FINAL%20WEB.pdf](https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/ARN18377_ADP%203-90%20FINAL%20WEB.pdf).

### Published US Government Reports

<sup>7</sup> US Government Accountability Office, *Special Operations Forces: Report to Congressional Committees*, GAO-07-1030 (Washington, DC: GAO, September 2007), 3, <https://www.gao.gov/assets/gao-07-1030.pdf>.

<sup>8</sup> Amy Belasco, *The Cost of Iraq, Afghanistan, and Other Global War on Terror Operations Since 9/11*, RL33110 (Washington, DC: Congressional Research Service, March 29, 2011), 9, accessed March 13, 2022, <https://www.hsdl.org/?view&did=4795>.

### Congressional Hearings and Testimonies

<sup>9</sup> *Hearing before Senate Committee on Foreign Relations, Examining US Security Cooperation and Assistance*, 117th Cong., 2nd sess., March 10, 2022, <https://www.foreign.senate.gov/hearings/examining-us-security-cooperation-and-assistance-031022>.

<sup>10</sup> *Africa: Securing US Interests, Preserving Strategic Options: Hearing Before the House Committee on Armed Services*, 117th Cong. 5 (April 20, 2021) (statement of General Stephen J. Townsend, Commander, US Africa Command), <https://www.africom.mil/document/33691/usafricom-statement-for-record-hasc-20-apr-2021-gen-townsendpdf>.

#### Memoranda, Orders, and other Official Correspondence

<sup>11</sup> Teresa M. Takai, "Adoption of the National Information Exchange Model within the Department of Defense" (official memorandum, Washington, DC: Department of Defense, March 28, 2013), <https://dodcio.defense.gov/Portals/0/Documents/2013-03-28%20Adoption%20of%20the%20NIEM%20within%20the%20DoD.pdf>.

<sup>12</sup> Eric B. Schoomaker, "Fragmentary Order 6 to Operation Order 09-75 (Novel a(H1N1) Influenza Vaccine Immunization Program)," (fragmentary order, US Army Medical Command, Fort Sam Houston, TX: March 17, 2010).

<sup>13</sup> MILPER Message Number 19-343, "Battalion Command Assessment Program (BCAP) Participant Attendance in Association with the Fiscal Year (FY 21) Lieutenant Colonel (LTC) Army Command/Key Billet Boards Announcement," October 24, 2019, 7:20 AM, <https://www.hrc.army.mil/mil/PrintPreview/Milper/19-343>.

<sup>14</sup> Christine E. Wormuth, Secretary of the Army, message to the force, February 8, 2022.

#### PowerPoint Presentations

<sup>15</sup> Abigail Stonerock, "Developing Executive Communication Skills" (PowerPoint presentation, US Army War College, Carlisle Barracks, PA, July 13, 2021).

#### US Army War College Speakers and other Lectures\*

<sup>16</sup> Phillip Carter III, "United Action: An Ambassador's Perspective" (lecture, US Army War College, Carlisle Barracks, PA, December 16, 2021, cited with permission of Amb. Carter.

<sup>17</sup> Unattributed, "The Russian Crisis in Ukraine: An Assessment" (lecture, US Army War College, Carlisle Barracks, PA, February 15, 2022).

*\* Under USAWC's non-attribution policy, students must have permission from a USAWC speaker to use, quote, or attribute their comments. See Appendix A for USAWC non-attribution policy.)*

#### Unpublished Faculty and Student Papers and Presentations

<sup>18</sup> Bertram B. Armstrong, "The Army Image" (Strategy Research Project, US Army War College, Carlisle Barracks, PA, 2000), 15.

<sup>19</sup> Douglas E. Waters, "A Framework and Approach for Understanding Strategic Thinking and Developing Strategic Thinkers" (faculty paper, US Army War College, Department of Command, Leadership, and Management, Carlisle Barracks, PA, 2017), 4.

<sup>20</sup> Darrell Driver, "Civil-Military Bargaining in NATO Institution Building" (paper presented at 2022 Conference of Southern Political Science Association, San Antonio, TX, January 14, 2022).

## SECTION IX

### FORMATTING GUIDELINES

This appendix provides USAWC formatting specifications for written products in USAWC academic programs. Consult *The Chicago Manual of Style*, USAWC's official style guide, for additional guidance on punctuation, grammar, and usage not described below.

#### General Formatting

All student papers should be written in English and must conform to the following:

- Font: Arial, 12 pt.
- Margins: 1 inch on all sides
- Justification: Left
- Line Spacing: 2.0 (Double spaced)
- Sentence Spacing: One space after punctuation at the end of a sentence.
- Paragraph Indentation: First line should be indented by 0.5 inch.
- Page Numbers: As specified in paper template.

#### Abbreviations

Spell out *United States* as a noun. *US* is used for the adjective form only.

*The currency of the United States is the US dollar.*

#### Acronyms

Spell out acronyms the first time it is used.

*The North Atlantic Treaty Organization (NATO) was founded in 1949 with collective defense a key cornerstone of the alliance. Enshrined in Article 5, an attack on one NATO member is considered an attack on all NATO members.*

#### Block Quotations

Block quotes are used for quotes greater than four lines of text. Block quotations are single-spaced, left justified and indented on both left and rights. No quotation marks are used. Position a citation number at the end of the last line quoted. USAWC paper templates have pre-formatted style for block quotes (under the Home tab).

*As Ike Skelton observed:*

*The constancy with which the United States carried out its global responsibilities over the long course of the Cold War is a great testimony to the character of the American people and to the quality of the leaders who guided the Nation through often trying times. In spite of the cost, in the face of great uncertainties and despite grave distractions, our nation showed the ability to persevere. In doing so, we answered the great question that Winston Churchill once famously posed: "Will America stay the course?" The answer is, we did.<sup>1</sup>*

## Capitalization

Capitalize civil, military, religious, and professional titles when they immediately precede a personal name and are thus used as part of the name. Titles are normally lowercase when following a name or used in place of name.

*General Ulysses S. Grant was a military general while President Lincoln was the president.*

Capitalize the full names of legislative and deliberative bodies, departments, bureaus, and offices. Adjectives usually derived from them are usually in lowercase.

*The Senate Armed Services Committee is an important authorizing committee in the United States Congress.*

## Citations

A footnote number is placed at the end of a sentence or at the end of a clause following punctuation. A footnote number normally follows a quotation mark.

## Identification

Identify military units by official designation/titles only.

*10<sup>th</sup> Mountain Division*

Identify individuals/units first by their full names and titles and then with the shortened form.

*Major General David Hill is the commandant of the US Army War College (USAWC). MG Hill sets the direction for USAWC to develop strategic leaders and advance knowledge.*

## Epigraphs

The text of an epigraph is formatted in the block quotation style (indented, no quotation marks). On the next line, place the author's name preceded by a long dash and followed by a citation number. (To format the long dash, hold down Ctrl+Alt+Minus.)

*We must all hang together, or assuredly we shall all hang separately.*

*—Benjamin Franklin<sup>1</sup>*



## Headings

To format headings in a USAWC template, place the cursor in the location you want to format and select the appropriate heading style from the Styles menu (under the Home tab).

### **Paper Title**

This paper title is preformatted on the First Page of the text following the Template front matter. Never include an unnecessary heading labeled “Introduction” at the start of the paper. Always include text between headings; no two headings should appear together.

### **Heading Style One**

Heading style one is the first level heading below the title. Use this level heading to indicate primary paper sections.

### *Heading Style Two*

Heading style two is the second level heading below the title. It should be used to demarcate ideas/information subordinate to those presented under a heading style one.

### Heading Style Three

Heading style three is the third level heading below the title. It should be used to identify ideas/information subordinate to the ideas and information presented under a heading style two.

## Numbers

Write out words for zero through nine and all numbers that appear as the first or last word in a sentence. Within sentences, use numeric digits for numbers 10 and higher.

*Twelve Army officers each ran one mile on 25 different occasions. The total number of miles for each officer was twenty-five.*

## Percentages

Write out the word *percent* rather than using the symbol %.

*Operations and maintenance accounted for about 40 percent of military spending in FY2021.*

## Tables and Figures

Tables and figures can be used to provide visual context for interpretation of data and ideas. Use tables and figures sparingly and always in support of the overall thesis or purpose of a document with source documentation. If the table or figure is the student's own creation, has been altered from the original, or incorporates information from multiple sources, include that information in the reference citation. Whenever possible, limit table and figure captions to one line. In the USAWC Templates, the Caption Style button on the Office ribbon helps with formatting format.

### Tables

Center sequentially numbered table titles immediately above the table to which they refer preceded by the word "Table" and the table number.

Table 1. USAWC Assessment Profile<sup>4</sup>

Message Component	Assessment		Percentage
Content	3	Meets Standards	50%
Organization	3	Meets Standards	25%
Style (written work) Delivery (oral presentations)	3	Meets Standards	25%
Overall	3	Meets Standards	100%

### Figures

Center sequentially numbered figure captions directly under the object to which they refer preceded by the word "Figure" and the figure number.

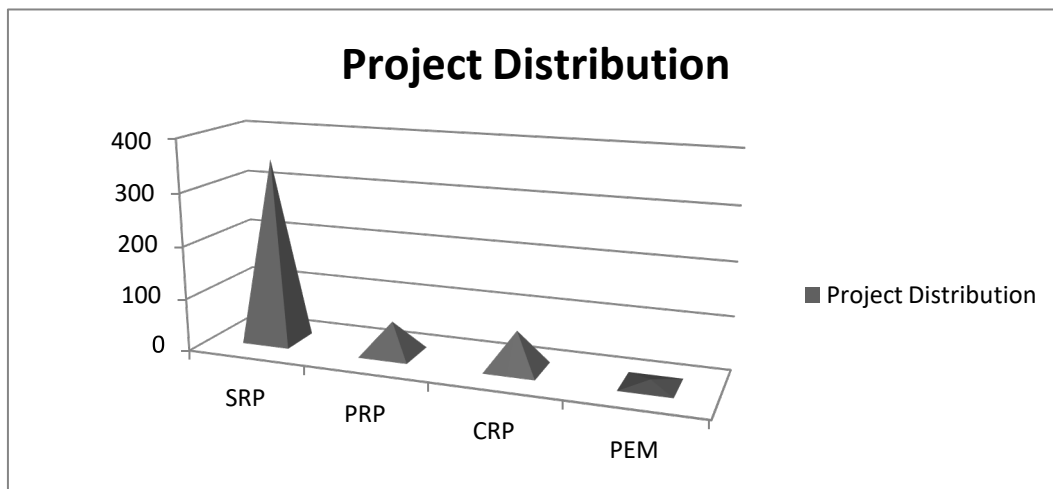


Figure 1. Historic Distribution of USAWC Student Projects by Type<sup>3</sup>

## Word Count

Word count does not include footnotes, endnotes, or front matter (e.g., titles, abstracts, forms). Generally speaking, student work can be submitted within 10 percent of the stated word length.

## APPENDIX A

### USAWC POLICIES

This appendix summarizes the most pertinent USAWC policies related to the communicative arts (current as of 31 March 2023). All USAWC personnel, including students enrolled in USAWC, are required to abide by USAWC institutional policies and procedures.

#### **Academic Integrity**

The USAWC upholds the highest standards of academic integrity. Any activity that compromises the academic integrity of the institution and/or subverts the educational process constitutes academic misconduct and may prompt administrative action, including lowering of a grade, disciplinary action, or disenrollment. Violations of academic integrity typically fall into one of four categories:

1. ***Plagiarism***: the act of taking someone else's ideas, writings, or other intellectual products and passing them off as one's own.
2. ***Cheating***: utilizing unauthorized access to or unauthorized materials in violation of established rules.
3. ***Misrepresentation***: submitting a single work for more than one graded requirement without permission or acknowledgement.
4. ***Fabrication/Falsification***: unauthorized creation, alteration, or reporting of information in an academic activity, including artificially creating, altering, or omitting data, information, or sources.

See [USAWC Memorandum 623-1, \*Student Assessment\*](#), Appendix C for more information.

#### **Citations**

*The Chicago Manual of Style* is the official style guide of the USAWC. Unless otherwise directed, students are required to use *The Chicago Manual of Style* footnote format (Notes and Bibliography System) to cite all sources they use to develop their course papers, research projects, and other academic requirements.

#### **Copyright**

USAWC adheres to [US Copyright Law, US Code Title 17](#). Unauthorized duplication, public performance, or public display of protected materials in any format is prohibited. Copyright clearance is required whenever an author wants to reproduce the central or primary component of a work, a substantial portion of a work, or an entire work. Common examples of materials requiring copyright clearance include: (a) the reproduction of text covering more than an extended quotation, and (b) maps, charts, statistical tables, diagrams, photographs, Internet files, digital images, slides, and other illustrative materials used in original or altered forms. Students seeking to use material for which copyright is not available may do so provided they follow proper reference citation procedures. Lack of copyright protection is not license for plagiarism. Note that not all government documents are free from copyright restrictions, some contain copyrighted materials included with permission.

Faculty and academic users can utilize the Fair Use exception to copyright law by completing the [Fair Use Checklist](#). Fair Use allows limited use of copyrighted works without permission of or payment to the copyright holder when used to teach or for scholarship or research, etc. if it meets several factors.

Copyright protection for works produced at the USAWC varies by author type. See [17 USC § 105](#) (amended in 2019 by the National Defense Authorization Act):

- ***Civilian faculty***: Copyright falls to the author for works produced for the purpose of publishing in a scholarly journal or academic press, unless otherwise directed by the Secretary of Defense.
- ***Military faculty***: Copyright protection is not available unless the work was produced outside the scope of employment (i.e., not to satisfy USG employment obligations and not using USG resources, equipment, or time).
- ***US students and Fellows***: Same as military faculty (above).
- ***International Fellows***: Copyright is generally assumed to fall to the international student author, though level of compensation from the USG may affect interpretation of the law in this regard.

See [CBks Regulation 25-96, Copyright Permissions Policy](#) for more information on securing of copyright permission for the reproduction or display of copyrighted materials and procedures for use of copyrighted materials.

### **Distribution Statements**

Distribution statements are required on all student research projects. A paper's distribution statement determines the manner in which it is stored and the audience to which it is made available.

- ***Distribution A***: Approved for public release; distribution is unlimited; available to the public, foreign nationals, companies, and governments worldwide.
- ***Distribution B***: Authorized for release to US Government agencies only.

See [DODI5230.24, Distribution Statements on Technical Documents](#).

### **Freedom of Information Act**

All student work archived or retained by the USAWC is subject to the provisions of the Freedom of Information Act (FOIA). See CBks Regulation 25-51, *Freedom of Information Act Procedures* for more information on the process.

### **Human Subjects Research**

The USAWC Human Research Protection Program (HRPP) governs the conduct of human subjects research in accordance with [DODI 3216.02, Protection of Human Subjects and Adherence to Ethical Standards in DoD-Supported Research](#).

Under HRPP, all research at USAWC that involves interviews or surveys of human subjects or identifiable private information must be reviewed by an exempt determination officer (EDO) prior to the start of the research. Each SSL department and SSI have a designated EDO.

For student research, a project advisor makes the initial determination if the student's intent falls within the use of human subjects in research by answering four HRPP Screening Questions in COMPASS to determine whether the project requires further review by a USAWC exempt determination officer (EDO):

1. Will data be collected from a living human (i.e., interview, survey, direct observation, identifiable private information)?
2. Does the project involve testing a generalizable theory or principle? (i.e., can it be replicated and applied to other populations?)
3. Is the activity a systematic investigation? (i.e., does it involve a scientific, methodical, and thorough approach?)
4. Is the information collected from a living individual about that person? (i.e., is it personal, invasive, or otherwise identifying details or opinions about specific individuals?)

If the answer to all four questions is "yes," a researcher must complete and submit an exempt determination form for EDO review. A "no" answer to any of those questions indicates the project does not meet the legal definition of human subjects research and no further action is needed unless the nature of the project changes.

Serious or continuing non-compliance with HRPP by USAWC personnel will be reported to the USAWC Human Protection Administrator and may lead to the cessation of all human subjects research at USAWC until appropriate corrective measures are taken.

For more information about human subjects research and the USAWC Human Research Protection Program, contact the Office of Institutional Assessment.

### **Media Engagements**

Students and faculty are expected to report all interviews and engagements with external media to the PAO to enable command awareness. The PAO can assist in preparing for media engagements. Article 88 of the UCMJ prohibits commissioned officer from using contemptuous words against the President, the Vice President, Congress, the Secretary of Defense, the Secretary of a military department, the Secretary of Transportation, or the Governor or legislature of any State, Territory, Commonwealth, or possession in which he is on duty or present.

See [AR 360-1, The Army Public Affairs Program](#), and [CBks Reg 360-1, Public Release of Information & Engagement](#), for more information or contact the Public Affairs Office.

### **Non-Attribution Policy**

The USAWC's non-attribution policy guarantees that remarks and opinions expressed in USAWC forums will not be referenced, quoted, or discussed outside the USAWC, nor the speaker identified, without the *express written permission* of speaker. See [USAWC Pamphlet 10-5, SSL Administrative Policies and Procedures Guide](#), for more information.

## **Originality Requirement**

Work submitted to satisfy USAWC requirements must be designed and produced while enrolled at USAWC and may not be submitted to satisfy multiple requirements or to satisfy requirements at other institutions or agencies.

## **Pre-Publication Security and Policy Review**

All USAWC personnel, including DoD students, will submit for review any written, audio, and video material to be released publicly, including conference papers and briefings, essays based on academic papers, op-eds, podcasts, and videos. International and interagency students and faculty will follow the public engagement and pre-publication release guidance of their respective country or agency.

The pre-publication security and policy review process is the author's responsibility. To initiate the pre-publication review process, students and faculty create a pre-publication review entry in Blackboard – Departments – Public Affairs and Speakers Bureau ([www.armywarcollege.blackboard.com](http://www.armywarcollege.blackboard.com)). The review process requires the author certify and a second reader (subject matter expert) confirm that the material does not contain classified information or controlled unclassified information or information that risks operational security if aggregated with other publicly available data; accurately portrays official policy (even if it takes issue with that policy); and does not jeopardize DOD interests. Once submitted, the Public Affairs Office conducts a second review, and a USAWC Dean/Director approves it for release.

Materials approved for release will include: "The views expressed are those of the author and do not necessarily reflect the official policy or position of the Department of the Army, Department of Defense, or the US Government."

Article 88 of the UCMJ prohibits commissioned officer from using contemptuous words against the President, the Vice President, Congress, the Secretary of Defense, the Secretary of a military department, the Secretary of Transportation, or the Governor or legislature of any State, Territory, Commonwealth, or possession in which he is on duty or present.

See [AR 360-1, \*The Army Public Affairs Program\*](#), and [CBks Reg 360-1, \*Public Release of Information & Engagement\*](#), for more information or contact the Public Affairs Office.

## **Remediation of Student Work**

In accordance with [USAWC Memorandum 623-1, \*Student Assessment\*](#), remediation is an opportunity to revise and resubmit an assignment that does not meet standards (i.e., earns a grade of B- or lower). Students are limited to two attempts at remediation and, if successful, can receive no higher than a "B" on that remediated assignment. Remediation will be noted on the student's course evaluation report.

## **Retention of Student Work**

In accordance with [USAWC Policy Memorandum #43](#), students may choose to have their Strategic Research Requirements and Fellows Strategy Research Projects retained or be deleted within 90 days of graduation. Without a specific request for deletion, the default will be retention. All other student work, such as course papers, will not be retained or maintained by USAWC after the completion of an academic course or program. Research projects selected for deletion will undergo an academic integrity review.

### **Security Classification**

All USAWC student papers and research projects must be written using only unclassified and publicly releasable materials unless otherwise directed or granted an exception to policy. Students who conduct classified research bear sole responsibility for properly following all procedures required for conducting classified research and producing classified materials. Faculty project advisors should contact the USAWC Security Manager before students begin research to obtain specific guidance, procedures, and equipment. Classified research projects may be posted to the SIPRNET and must adhere to the same style and academic guidelines required for all student projects.

### **Use of Generative Artificial Intelligence**

USAWC is drafting guidance on the permissible use of artificial intelligence in student work. In the interim, faculty can provide guidance on whether and how students may use AI tools.

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## APPENDIX B

### STUDENT AWARDS PROGRAM

This section outlines eligibility, award categories, and selection criteria for the USAWC Student Awards Program. Administered by the Applied Communication & Learning Lab, the USAWC Student Awards Program recognizes excellence in research, strategic thought, and communication. All USAWC students are eligible for the Student Awards Program. Awards will be presented at graduation and may include a monetary honorarium, engraved memento, and/or journal publication.

See [USAWC Memorandum 672-6, Student Awards Program](#), for more information on the nomination and selection process.

#### Eligibility

To be eligible for award nomination:

- Student work must be completed while a student was enrolled in USAWC.
- Student work must be topically appropriate and of exceptionally high quality, having earned an A (A+ through A-).
- Student work must be eligible for public distribution (Distribution A) and complete a USAWC security and policy review (see [CBks Reg 360-1](#)).
- Student work must evidence meticulous source documentation and be properly formatted in the required template (as applicable). Nominated work will be evaluated for academic integrity. Work containing plagiarized material of any kind or amount (whether intentionally or through sloppy scholarship) will be withdrawn from the competition.
- Student work must have been submitted on time for the assignment due date.

Because the Student Awards Program is intended to recognize student excellence, work that incorporates significant faculty contributions, joint faculty authorship, and/or faculty editing is not eligible. Likewise, student work that was previously published, in whole or in part, or is under consideration for publication at the time of the award presentation is not eligible.

#### Nomination Process

Faculty nominate student work in one of five categories:

1. **Writing**: a solo or multi-authored research paper that offers fresh insights on a strategic national security or defense-related topic. Must be able to stand alone if it is part of a larger research effort. Length: 5,000-8,000 words (not including footnotes)
2. **Collaborative Research**: a multi-authored, multi-chaptered research project that contributes new knowledge on a strategic national security or defense-related topic. Length: minimum 10,000 words (not including footnotes)
3. **Experiential Design**: a solo or multi-student, interactive product that enables participants to analyze a strategic-level issue, learn new insights, or practice a strategic-level skill by

employing high-quality evidence and impactful design. Submission must include a physical product (e.g., project design) and/or experiential demonstration for judges.

4. ***Mediated Presentation***: a solo or multi-student audio or video presentation that demonstrates high-quality research and incorporates compelling audio or visual elements. Submission must include a bibliography. Length: 20-25 minutes (video) or 30-35 minutes (audio)
5. ***Short-Form Writing***: a solo-authored, tightly focused research paper on any aspect of national security addressing the employment of diplomatic, informational, military, or economic instruments of power to achieve strategic ends. Length: max 2,000 words

Faculty may submit their nominations through COMPASS or by email to the ACL Lab Director. Each spring, the ACL Lab will disseminate guidance on the nomination deadline.

Once nominated, student work is prepared for blind review, evaluated for eligibility and academic integrity, and judged in two rounds for award worthiness.

### **Selection Criteria**

Nominated projects will be judged based on the following criteria:

- **Originality**: Student work injects new thinking on a strategic topic, demonstrates a unique approach, and/or improves current initiatives, or takes new lessons from history.
- **Feasibility**: The concept is practical and plausible. It proposes a project or concept that could realistically be applied to government.
- **Clarity of Thought and Purpose**: Student work clearly defines a problem, shows thoughtful analysis, and presents a solution.
- **Persuasiveness**: Student work is well-written/produced and logically organized with a compelling argument and high-quality evidence.

### **Awards**

*454<sup>th</sup> Bombardment Group Award*, sponsored by the Army Heritage Education Center Foundation, for outstanding research project that incorporates World War II historical examples

*Armed Forces Communications and Electronics Association and CSM William and Mrs. Rosa Barrineau Award*, sponsored by Army War College Foundation, for outstanding research project on signals, information technology, or cyber operations

*Army War College Foundation Award for Outstanding Research Project* on national security, defense, or national military strategy

*Association of the United States Army Award* for outstanding research project addressing national security and defense issues involving landpower

*Colonel Don and Mrs. Anne Bussey Memorial Award*, sponsored by Army War College Foundation, for outstanding writing on military intelligence in support of national security and/or national military strategy

*Colonel Francis J. Kelly Memorial Award*, sponsored by Army War College Foundation, for outstanding research project on counterinsurgency, special operations, or special warfare

*Colonel Jerry D. Cashion Memorial Award*, sponsored by Army War College Foundation, for outstanding research project

Defense Logistics Agency Award for outstanding research project addressing a significant historic, contemporary, or future logistics issue

*Daniel M. Lewin Cyber-Terrorism Memorial Award*, sponsored by Army War College Foundation, for outstanding research project on cyber warfare and/or technology in national security

*Foreign Area Officer Association Award* for outstanding research project on international affairs

*Dr. Sara L. Morgan Memorial Award*, sponsored by Army War College Foundation, for outstanding research project on human resources development or management

*General Matthew B. Ridgway Award*, sponsored General Matthew B. Ridgway, Mary A. Ridgway, and Matthew B. Ridgway, Jr. Endowment and US Army Heritage and Education Center, for an outstanding research project on US Army issues

*General Thomas Holcomb Strategic Writing Award*, sponsored by the Marine Corps Association, for excellent writing by a US Marine Corps Officer

*Lieutenant General Eugene J. D'Ambrosio Memorial Award*, sponsored by Army War College Foundation, for outstanding research project on logistics

*Lieutenant General Thomas J. Plewes Reserve Component National Security Strategy Award*, sponsored by the Reserve Officers Association, for outstanding research project by a reserve component officer

*Major General Harold J. Greene Memorial Award*, sponsored by Army War College Foundation, for excellent writing on science and technology, acquisition, or advanced systems engineering

*Military Officers Association of America Award* for outstanding research project on national security and defense issues

*Military Order of the World Wars Award* for outstanding writing addressing a military leader or campaign that impacts strategic analysis, issues, or warfare

*Public Speaking for Strategic Leaders Award*, co-sponsored by Army War College Foundation and the Carlisle Barracks and Cumberland Valley Chapter of the Association of the US Army, for the winner of the annual USAWC Public Speaking Competition

*Red River Valley Fighter Pilots Association Award* for outstanding paper on the joint employment of airpower in support of national military strategy

*USAWC Commandant's Award for Distinction in Research* for excellence in strategic research

*USMA William E. Simon Center for Professional Military Ethic Award* for excellent writing on any aspect of an officer's role as warfighter, leader, servant of the Nation, or military professional

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## APPENDIX C

### PAPER GUIDES

This appendix provides writing guides for the most common writing assignments in USAWC academic programs. These guides can help students understand how information should be organized based on the audience, message, and purpose of the communication product. They are illustrative of the kinds of products strategic leaders write, though the specific formats may look different in different organizations. Course directors should consider these types of products in designing course requirements. Students should consult course directives and faculty instructors for guidance on those specific course requirements and faculty expectations.

#### Communicating to Decision-Makers

Course assignments are opportunities to practice strategic leader communication competencies discussed in Section II. Decision-makers look to strategic leaders to frame and communicate complex information to create decision-space, refine their thinking on an issue, and prepare them for engagements with important stakeholders and higher-level leadership. When practicing communication to decision-makers, students should keep these principles in mind:

- **Think like the boss.** Give the senior leader the information they need to make decisions and persuade others. The ultimate goal is to answer the senior leader's questions before they ask them.
- **Put the bottom line up front.** Do not bury the lead under non-essential information. Make the desired outcome explicit.
- **Elevate the discussion.** Unless information is immediately intuitive, present information within its larger context, giving the senior leader a sense of relative importance and relevance to the situation.
- **Control the pace of information.** As much as possible, clarify the big ideas, separate them into discreet thoughts, and present them in logical order.
- **Be precise and don't overreach.** Use facts and analysis. Every sentence should either state a fact, provide context about a fact, or characterize that fact. Avoid generalizations and platitudes.
- **Write such that you cannot be misunderstood.** Convey intended ideas and nothing more. Your primary task is to keep words out of an executive communication, not put them in.
- **Use plain English,** minimizing jargon and the use of acronyms.
- **Avoid redundancy.**

## COURSE PAPER

*A course paper or essay is a writing assignment to evaluate student learning.*

An effective way to structure a standard course paper or essay is the “Five-Paragraph Essay” format. (It can also be an effective way to structure oral presentations). Though USAWC course papers will be longer than five paragraphs, the construct is still a useful way of organizing the paper’s argument and evidence. It consists of the following components:

### **Introduction**

The introduction sets up the paper for the audience. It should grab the reader’s attention, provide the strategic context for the topic, and preview the paper’s argument, while avoiding overgeneralizations and unnecessary background information, and lengthy descriptions. Typically, the introduction ends with the thesis statement and essay roadmap that outlines the paper’s remaining structure.

Two important components of an introduction are:

- ***Hook***: A hook is a statement at the beginning of the paper that grabs the audience’s attention and makes them want to continue reading. An effective hook depends on the audience and purpose of the communication. In shorter essays, the hook is often the first sentence.
- ***Thesis Statement***: A thesis statement is a one or two sentence articulation of the paper’s argument. It is the answer to the essay question, or prompt.

Taking a bottom-line-up-front approach to writing the introduction can help with summarizing the key points of the argument and connecting it to why it matters.

### **Body**

Following the introduction, the body of the paper presents evidence in a logical sequence in a series of well-structured body paragraphs that convince the reader of the validity of the thesis. In other words, body paragraphs elaborate on and explain the main points of the thesis as identified in the essay map.

Body paragraphs should begin with a topic sentence that describes what the paragraph is about and should be limited to one topic. In argumentative writing, topic sentences are typically assertions that are the main points of the argument. Transition words and phrases can facilitate the paper’s logical flow and connect ideas to the thesis.

The Assertion – Support – Analysis (A-S-A) model is an effective way to structure body paragraphs.

- **Assertion:** A statement of a key point that supports the thesis, or argument. It serves as the topic sentence and is the student’s own thinking. It is typically one sentence.
- **Support:** Evidence, documentation, or examples that add credence to an assertion. It is typically two or three sentences. Remember to cite your sources.
- **Analysis:** Explains how the support connects to the assertion or how your audience should interpret the evidence, relating it back to the thesis. Reaffirms the initial assertion by expanding upon the evidence; directly tie the evidence to the thesis; include what you think about the evidence; and demonstrate evidence validity in support of the argument. Advance a clear conclusion, addressing takeaway implications of the supporting evidence. *The key is for students to show what YOU think about the evidence.* This is one of the most critical parts of any submission that USAWC graders are looking for.

Students can combine all A-S-A elements in one paragraph or they may have a separate paragraph for analysis depending on the length of the paper, amount of support, or depth of the analysis.

### **Conclusion**

A well-written conclusion does more than simply summarize the paper’s thesis and main points. It synthesizes the paper’s key points and explains the significance, broader context, or implications of the paper’s argument. A conclusion should not introduce new information.

## DISCUSSION FORUM

An effective way to structure a discussion forum is the Assertion – Support – Analysis (A-S-A) format:

The first sentence is the **Assertion**, which is the thesis statement, or argument. It represents the student's own thinking. Immediately following the assertion is the **Supporting** evidence that adds credence to the assertion, such as examples, quotes, and information from the literature. It might also include definitions of key terms in the assertion. Remember to cite sources.

Next, the **Analysis** explains how to interpret the evidence to prove the assertion is valid. Analysis is the most important part of a discussion forum post because it shows what the student thinks about the issue. It may include implications of supporting evidence and applications to other contexts or course material.

*A discussion forum is a short, asynchronous writing event used to replicate seminar discourse. Typically in a discussion forum, a student is asked to synthesize, apply, or reflect on course concepts and subsequently to respond to another student's discussion forum. The primary post in a discussion forum is generally 250 (+/-) words, while the secondary, or response, post is generally 150 (+/-) words.*



## INFORMATION PAPER

Date

FOR: Identify the recipient (specific position) of the information paper

SUBJECT: Clearly and succinctly specify the issue discussed in the paper. Use specific description that summarizes the content, avoiding vague, one-word subjects. Clarifying the subject can help in organizing the presenting the most relevant information clearly. Do not introduce acronyms in the subject line. (1-2 lines)

1. PURPOSE: State what this information paper seeks to do (1 sentence)

2. DISCUSSION:

a. Clearly and succinctly present information that the reader needs to know about the subject. Explain why it is important for the recipient to have this information.

b. Structure your main points and supporting ideas in complete, but succinct, bulleted paragraphs. The bullets indicate divisions and relationships among concepts.

i. Sub-bullets may be used to illustrate significant supporting ideas that cannot be clearly stated in the main bullet paragraph.

c. The organization of information should flow from the subject, audience, and purpose. Organize the information by presenting the most important information first, unless information is necessary for the reader to understand the main point. Each bulleted paragraph should logically flow to the next.

d. Use short, concise sentences in the active voice. The tone should be neutral, clear, and direct in nature. Limit sentences to one thought. Use short, simple words. Avoid using acronyms, abbreviations, and jargon.

*An information paper is used to convey information on a particular issue to a senior leader but does not ask for a decision or guidance. Information papers are often used to explain a developing issue, respond to a request for information, or provide background information on an issue for a senior leader reference binder. Information papers go beyond statements of simple facts, but instead seeks to explain an issue with the right level of detail for a senior leader.*

## OPTIONS PAPER

Date

**FOR:** Identify the recipient (specific position) of the policy paper

**SUBJECT:** Clearly and succinctly specify the issue discussed in the policy paper. Use specific description that summarizes the content, avoiding vague, one-word subjects. Clarifying the subject can help in organizing the presenting the most relevant information clearly. Do not introduce acronyms in the subject line. (1-2 lines)

**BLUF:** Briefly summarize the key takeaway from the paper. (3-4 lines)

**Recommendation(s):** Succinctly state the specific action requested of the recipient in short, direct, concise statements.

(1) If recommending multiple actions, list them as discreet, enumerated items.

### Background

Present only relevant background information that the recipient needs to know to understand the discussion below. It should not include non-essential information or information the recipient already knows. It may provide the context for the policy options (i.e., why the paper was prepared) or the core elements of the issue. Information is structured in complete, but succinct paragraphs, using short, concise sentences. (1-2 paragraphs depending on the memo length)

### Discussion

Fully but concisely analyze the options, explaining clearly the differences between the options and evaluating the advantages and disadvantages of each option. Identify any risks associated with options, and describe how negative consequences would be mitigated. Identify how the options align with, or would require adjustments to, current policies. Indicate whether additional resources are required to implement a decision. Identify any different or opposing views among stakeholders, and summarize options for resolving those differences and implications of those options. Sufficient evidence is used to support analysis.

Information is structured in complete, but succinct paragraphs. Use short, concise sentences in the active voice. Sub-headings can help segment information to facilitate readability.

*An options paper is used to analyze options to support senior leaders in their decision-making or interagency policy deliberations. It makes a clear recommendation that is supported by the analysis. Option papers reflect the broader organization's coordinated assessment and recommendation. It presents analysis clearly and logically to facilitate readability and understandability for a busy decision-maker with limited time and cognitive bandwidth. It may be a short or long paper.*

## POSITION PAPER

Date

FOR: Identify the recipient (specific position) of the position paper

SUBJECT: Clearly and succinctly specify the issue discussed in the position paper. Use specific descriptions that summarize the content, avoiding vague, one-word subjects. Do not introduce acronyms in the subject line. (1-2 lines)

1. PURPOSE. State what the position paper seeks to do, focusing on the desired outcome (1 sentence)
2. POSITION. Clearly state your position on the issue without justifications (1-2 sentences)
3. KEY POINTS. (1 sentence per bullet)
  - a. Clearly and succinctly state the main points of your argument that justify the stated position. Key points should stand alone without requiring subordinate points.
  - b. Present each key point in the same order it will appear in the Discussion section to help the recipient connect the key point with its more detailed discussion.
  - c. Consider that a busy senior leader may only have time to read the Key Points section.
4. DISCUSSION. (1 paragraph per bullet)
  - a. Clearly and succinctly explain each key point using evidence in the order it was listed above in complete, but succinct, bulleted paragraphs. Include information that the recipient needs to know to understand each key point and why that information is important for the recipient to have (e.g., significance). Tailor the discussion to the needs and knowledge of the reader. Do not include background information the recipient already knows unless that information is essential for the logical flow.
  - b. Present information in logically organized way to allow a busy recipient to quickly and easily digest the information (e.g., chronological, systemic, problem-solution, general to specific).
  - c. Use short, concise sentences in the active voice. The tone should be neutral, clear, and direct in nature. Limit sentences to one thought. Use short, simple words. Avoid using acronyms and jargon.
5. ALTERNATIVE VIEWPOINTS. Briefly, accurately, objectively present any opposing viewpoints or counterarguments, such as those of other stakeholders. (1 paragraph)
6. REBUTTAL. Briefly refute opposing viewpoints, explaining why you disagree with their viewpoints in a way that reinforces your position without simply restating it (i.e., why your position is more valid). (1 para)
7. WAY AHEAD. Describe the specific actions you want the recipient to take to advocate or advance the recommended position.

*A position paper is used to advocate for a particular stance on an issue. It lays out arguments, evidence, and recommendations to a decision-maker or someone who will engage with a decision-maker on the issue. Though similar to an argumentative essay in academic writing, a position paper differs in format and communicative style. Position papers are designed to present information and analysis in easily identified chunks for an audience with limited time and cognitive bandwidth.*

## RESEARCH PAPER

*A research paper communicates the results of research: the systematic inquiry into a subject to create new knowledge and/or to use existing knowledge in a new and creative way so as to generate new concepts, methodologies, and understandings. It presents a question about a complex world, and the author's process to answer the question in a logical manner.*

There are many different ways to organize an effective research paper depending on the analytical framework that the author uses to investigate the question. Students should talk with their Project Advisor (PA) about the organization that makes the most sense for your individual Strategic Research Requirement (SRR). Below is a guide that will be useful for most research papers that students will complete at the USAWC.

### **Introduction**

The introduction should allow the reader to quickly understand what the research project is about and why that topic is important for the reader to understand the research results. Research is fundamentally different from an editorial or opinion essay (in which the author states a preconceived thesis and then argues that their thesis is correct). In research, the author poses a question to which (prior to conducting the research) they did not know the answer, then presents the evidence that led them to a particular thesis. As such, the introduction should be the last part of the paper that the author writes. After they have completed their analysis and developed recommendations on the basis of their research.

The introduction should include a hook that grabs the audience's attention and makes them want to continue reading. A reader should understand why the topic is important enough for someone to commit the effort of research to it. The introduction must clearly state the question that the researcher is attempting to answer with this project. It should also describe the answer that the researcher came to as a result of their analysis. Typically, the introduction ends with the thesis statement and a roadmap of how the rest of the paper is organized.

### **Background**

The background section frames the problem or puzzle that the author is addressing. It gives an intelligent reader, who may have no previous experience with this issue, enough information to understand the context. It describes why the issue is puzzling or challenging, and how events have transpired in the past to impact the present. Usually, the background also describes the work that other subject matter experts have done that relates to the puzzle, and why that prior work is not adequate to answer the specific research question that is the subject of this project.

### **Analytical Framework (or "Methodology")**

This section explains how the author will attempt to answer the research question. Since research is, by definition, a systematic inquiry, this section explains what system the author has chosen to use and why. At the USAWC, many projects use an Operational Design framework to study a problem. Others compare different case studies, in which they select three to four criteria by which they assess each case (e.g., different strategies or choices made by strategic leaders) and then compare the results of each case against those criteria.

In many research projects, the researcher begins with a hypothesis (educated guess) about what the answer to their research question will be, and then tests that hypothesis against the available evidence. Often the most convincing answers come from a framework where the author attempts to rigorously prove that their hypothesis is wrong; after which, if all the evidence still points to the hypothesis being true, there is strong reason to believe that it must be so. This section explains the author's hypothesis and the ways they will try to disprove it.

## **Evidence**

After explaining the analytical framework in the previous section, the evidence section adds the information to the framework. If the author is comparing different case studies against specific criteria, in this section they will explain the cases and how each one "scores" for the different criteria. In a simple example, a project that sought to understand whether the attack is stronger than the defense might include a series of battles and assess whether the attacker or defender most often wins. The evidence section would include a brief description of each battle and a clear statement of which side won and lost.

## **Analysis**

The analysis section is where the author interprets the results of the evidence. When one filters the best available evidence through the analytical framework, what does it tell us? What is the answer to the research question? Most often, the evidence could point in more than one direction, so in this section the author should help readers to understand which direction is the most convincing and why.

## **Recommendations and Risk**

Given the answer to the research question, what should someone do based on the answer to the question? Who should do it? What should strategic leaders definitely not do now that we know the answer to your research question. What are the risks of implementing your proposed recommendation(s)? Are there ways to mitigate those risks? Conversely, what are the risks of doing the wrong thing, or nothing at all?

## **Conclusion**

The conclusion should briefly summarize the argument that the author has made and then suggest ways that others can provide even more new knowledge about this important topic. What else would be useful to understand about the issue? It describes new questions that may have arisen as a result of this project, or that might arise in the future given new developments in the world. This is the section that future USAWC students may look to in order to develop their own research questions.

## TALKING POINTS

**Meeting Purpose:** Briefly summarize the reason the meeting is taking place, the topic, and the principal's role. (1-2 sentences)

**Objectives:** Specify what the principal and agency should get out of the meeting. (1-2 bullets)

### Strategic Themes

- Provide 3-5 talking points for the principal to use to articulate the context for the meeting and frame the discussion for the issues below.

### Key Issues

- **First Topic Title** A short but descriptive phrase of the topic to be discussed based on the meeting purpose and objectives.
  - Talking points are short and clear statements the principal should say in a meeting to achieve the meeting's objectives. In crafting talking points for the principal, anticipate the points and questions the other party is likely to raise.
    - Use sub-bullets for supporting points or evidence, as required (but sparingly).
  - Talking points should make a case for the US government or agency's views, including a rationale, supporting arguments, likely counterarguments, and suggested rebuttals.
  - Talking points for engagements with foreign officials should address what they are doing with respect to the principal's priorities, support to US security objectives, and basic bilateral relationship, as relevant.
- **Second Topic Title**
  - Craft talking points to ensure a logical flow of conversation. Use plain, conversational language (try reading it aloud). Avoid verbose or jargon-filled language. Do not include pleasantries.
  - Talking points should be written in full sentences. Each talking point should be no more than 3 lines in length, preferably two lines each.
- **Third Topic Title**
  - (IF RAISED) "If Raised" talking points are answers to questions the principal should be prepared to answer but should not raise the topic themselves.

*Talking Points are used to prepare senior leaders for a meeting or other engagement. They serve as guidelines for the discussion to help ensure meeting objectives are achieved. Talking points are written and presented in a way that is memorable and facilitates natural conversation. They are not used to analyze a topic.*