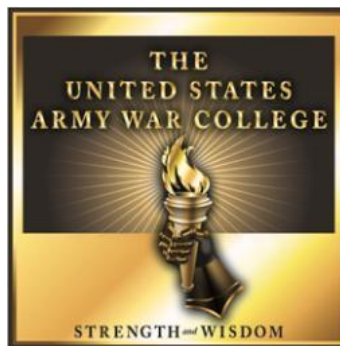


United States Army War College



Communicative Arts Directive

Distance Education Program Class of 2021

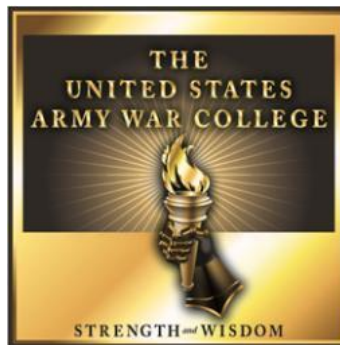
U.S. ARMY WAR COLLEGE, CARLISLE BARRACKS, PA 17013-5216

Middle States Accreditation

The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

COMMUNICATIVE ARTS

*Promoting Excellence in Strategic Leader
Writing, Research, and Oral Communication*



Isaiah Wilson, III
Director
Strategic Studies Institute

Richard A. Lacquement, Jr.
Dean
School of Strategic Landpower

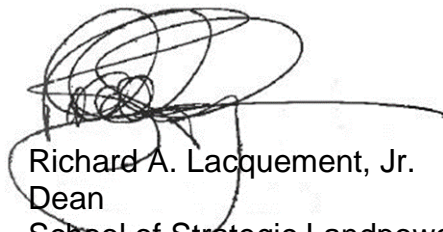
ATWC-SSI

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Communicative Arts Directive

1. The AY21 Distance Education Program Communicative Arts Directive (CAD) is complete.
2. The Director, Communicative Arts will post the DEP CAD and distribute according to the DISTRIBUTION listing below. For possible additions/changes see currently posted electronic version.
3. The DDE CAD is an enclosure to this memorandum.

1 Encl



Richard A. Lacquement, Jr.
Dean
School of Strategic Landpower

DISTRIBUTION:

COMDT	1	CSL	1
DCOMDT	1	Registrar	2
CofS	1	Library	2
PROVOST	3	AHEC	1
DEAN	4	CEC	1
DNSS	1	SSI	3
DMSPO	1	SSR	5
DCLM	1	PKSOI	1
DDE	500	CIO	2
RCA	2	PAO	2

Table of Contents

Communicative Arts and Strategic Leadership

Essential Communicative Competencies	2
Critical Reading	2
Active Listening	2
Public Speaking.....	2
Professional Writing	2
Assessment of Graduate Skills.....	3
Negotiating Written Requirements.....	3
Effective Writing Seminar	3
Course Requirements.....	3
Structuring Essays and A-S-A Paragraph Construction	4
Reference Citations—Written Work	6
Reference Citations—Blackboard Forums.....	6
Avoiding Disaster	7
Formatting Course Papers	7
Determining Word Count	8
Submitting Course Papers.....	9
Negotiating Oral Communication Requirements.....	9
Assessment of Student Work	9
Program Research Project (PRP) Elective	15
 <u>Student Awards Program for Excellence in the Communicative Arts</u>	
Award Nomination Guidelines	17
USAWC Writing Awards.....	18
USAWC Research Awards.....	19

Guide to Writing and Research for Strategic Leaders

Research	21
Research Terminology	22
Abstract	22
Argument.....	22
Bibliography	22
Endnotes	22
Epigraph.....	23
Evidence	23
Info Paper.....	24
Organization.....	24
Outline.....	25
Paraphrase and Quotation	26
Point of View	26
Policy Paper	27
Thesis	27
Voice (Active and Passive).....	28

Rules for Writing and Research

Academic Misconduct	31
Copyright	31
USAWC Student Papers	31
Use of Outside Materials in Student Projects.....	32
Distribution of Documents	32
Distribution A.....	32
Distribution B.....	32
<i>Freedom of Information Act</i>	33

PRP Availability and Access.....	33
Human Subjects Research.....	33
Non-Attribution Policy.....	34
Plagiarism	34
Security Classification	36
Source Documentation.....	36
Student Publication	37

USAWC Citation Style Guide

Step 1: Collect Source Specifics	40
Step 2: Determine Type of Endnote Needed	41
Step 3: Create Source-Specific Placeholders.....	42
Step 4: Construct Complete Endnotes	42
Step 5: Adapt to Meet Specific Needs	48
Step 6: Review the Endnote Section	49

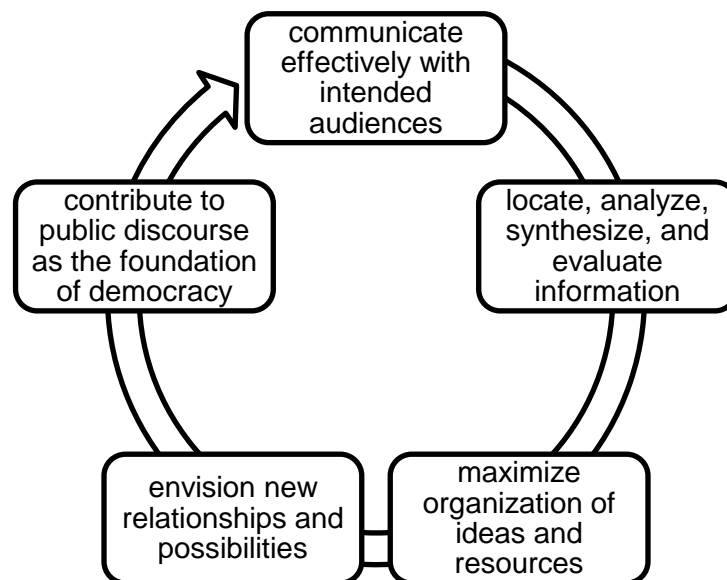
Resources for Student Writing Success

Contacts, Links, and Information	51
Effective Writing Lab Online (EWLO) Access	52
Information Paper Guidance	53
Information Paper Example.....	54
Point Paper Guidance	55
Point Paper Example	56
Position Paper Guidance.....	58
Position Paper Example	59
Forum Response Example.....	61
Brief Course Paper Example.....	62
Longer Course Paper Example	57

Communicative Arts and Strategic Leadership

The Communicative Arts are concerned with the exchange of messages and the impact of those messages on human beings operating within specific circumstances constrained by powerful social, cultural, and political influences. A pivotal skill for strategic leaders, communicative competence entails the analysis and creation of thoughtful messages and the understanding of how those messages are best communicated, interpreted, and understood.

Fundamental communication competencies include (a) *reading* diverse texts and information sources, (b) *listening* effectively and efficiently to voluminous information flows, (c) *speaking* with substance, clarity, and confidence to diverse audiences, and (d) *writing* economically, articulately, and persuasively using compelling arguments built on solid evidence. The Communicative Arts Program—administered through the USAWC Press—facilitates student ability to:



Broadly speaking, communication skills entail (a) information *acquisition* and *analysis* through critical reading and effective listening, and (b) information *distribution* and *analysis* through public speaking and professional writing. Significantly, *analysis*—the consideration of how messages are constructed and likely to be understood—is key to acquisition and distribution.

This directive offers information and guidance for negotiating the Distance Education Program. All USAWC curricular programs—the Distance and Resident Education Programs (DEP and REP) and the USAWC Fellowship Program—share a common mission: to prepare the next generation of strategic leaders for success in an uncertain world. The DEP privileges independent learning through an interactive, Internet-based intellectual environment. The REP is an intensive, face-to-face academic venue delivered in a seminar format. The USAWC Fellowship Program facilitates development of subject matter expertise through study at prestigious civilian and DoD institutions. These programs, and the faculty who bring them to life, recognize the fundamental role of communicative arts to mission success.

Essential Communicative Competencies

Critical Reading

Strategic leaders are always pressed for time. Finding time to read and to carefully process information visually requires skill, practice, and sustained commitment. Reading well—with efficiency, exceptional comprehension, and a critical eye—is an essential and expected competency for those who make decisions and offer informed recommendations to others. All USAWC courses involve extensive reading and most require it daily. Students have many opportunities to identify coherent bodies of knowledge, to initiate systematic reading programs, and to independently explore materials and resources intended to help maximize subject matter expertise as well as reading effectiveness and efficiency.

Active Listening

Listening—the process of selecting, attending to, and constructing meaning from oral and nonverbal messages—is a fundamental information acquisition process. By some counts, people devote over 40 percent of their communication time to listening activities and attending to messages initiated by others. Strategic leaders can improve their professional effectiveness and enhance personal credibility by learning how to avoid non-productive listening habits while maximizing listening capabilities. The USAWC offers several structured opportunities for students to enhance listening competency through on-line and face-to-face lectures and presentations. Listening entails far more than simple auditory processing of oral messages. The effective strategic leader is poised to attend and focus at the right time.

Public Speaking

Public speaking is a fundamental leadership competency for senior executives and national leaders. The ability to craft and deliver effective oral presentations must be developed by those being groomed for leadership roles at the strategic level. Strategic leaders must also possess fundamental media competence and well-honed skills that facilitate using media to deliver messages to diverse and multiple audiences. Effective public speaking facilitates the exchange of ideas, the building of community and consensus, and helps to identify best courses of action. The ability to lead is rooted in the ability to speak clearly, thoughtfully, and persuasively.

Professional Writing

Facility with the written word is probably the most fundamental and enduring competency of any strategic leader. The ability to write well, with purpose, clarity, and precision, reflects the quality of a writer's mind. The most able individuals write articulately and persuasively. The hardest working and most gifted capitalize on the flexibility of language such that the available means of persuasion are both discovered and put to good use. At the strategic level, Communicative Arts is invested disproportionately in the written word. That is not an accident. Strategic leaders must be able to advance well-reasoned arguments that are sustained by evidence and that warrant particular courses of action. All students have multiple opportunities to communicate via writing. Opportunities to engage in extended writing projects include two elective courses: the Program Research Project (PRP) and Directed Study—Writing (DS).

Consider participating in the optional Effective Writing Lab Online (EWLO), a self-paced Blackboard course designed to help motivated learners gain familiarity and facility with the type of writing required of strategic leaders and for USAWC courses and writing tasks.

Assessment of Graduate Skills

Each year, the USAWC Press administers an assessment of graduate skills called the Graduate Skills Diagnostic (GSD). The diagnostic is an opportunity for incoming students to demonstrate facility with the English language, fundamental grammar skills, and introductory research protocol. The GSD is taken without the benefit of notes, books, or other study materials. It consists of a number of objective-style questions and may include brief essay/short answer opportunities. Diagnostic scores help identify students likely to benefit from additional encouragement and assistance during their USAWC studies.

The GSD is crafted in accord with standard educational testing and evaluation protocol. The measure is annually reviewed for both qualitative merit and statistical utility. It consistently helps identify students most likely to benefit from supplemental academic and writing assistance. The measure entails sampled items from three domains: (1) the structure of American English (grammar), (2) general language facility, including punctuation and mechanics, and (3) fundamental research protocol. Grammar specific and definitional questions reveal pertinent information about writing/language competency. Those who recognize the difference between a compound and a complex sentence or who understand the function of a colon or comma demonstrate a depth of language facility that keeps them in good stead throughout the program.

Negotiating Written Requirements

The DEP is academically rigorous, requiring students to write with economy, clarity, precision, and in accord with faculty and program expectations. Carefully read and review this section. The following guidance is essential to student success. If writing is difficult for you, or you have not written a research paper in some time, review the Effective Writing Seminar information below and in DE2300 *Orientation to Strategic Leader Education*; also engage in the EWLO.

Effective Writing Seminar

The Effective Writing Seminar (EWS) uses a combination of synchronous (real time) and asynchronous (time independent) instruction to provide guidance on basic writing skills required to complete the degree program. The EWS has four objectives, 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.

Students in the voluntary DE2300 Orientation Course submit a 500-word essay for faculty evaluation. Students who receive an evaluation of “needs improvement” or “fails to meet standards” are highly encouraged to enroll in the EWS. Faculty evaluate the essays with the same assessment protocol used throughout the DEP. 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.

Course Requirements

- Prior to each course, read the entire directive, including the introduction to each lesson. Contact the Faculty Instructor (FI) or Course Director for clarification or assistance, if needed.

- Focus on the objectives and requirements to identify assignment expectations. All written assignments are to demonstrate your own scholarly analysis. Avoid personal embellishments, superficial judgments, and non-essential description.
- When writing essays or long answers to provided questions, answer all parts of the question as presented. Not doing so is a frequent problem for USAWC students (and staff officers writing for senior leaders). Examine the specified and implied tasks in the question. Did you answer all of them? See below section on [Structuring Essays and A-S-A Paragraph Construction](#). Did you organize your response so that the assertions match these specified and implied tasks?
- [Outline](#) your paper before drafting it. This helps ensure you answer each part of the assignment question, develop strong thesis statements, and meet length requirements.
- Respond directly and specifically to each task. Do not deviate from the assignment question. Do not expend word count providing background or describing a situation unless specifically requested. Each response should have an introduction and a conclusion (unless otherwise specified). Keep the introduction to 10-12% of the word count. Keep the conclusion to 7 – 10% of the word count.
- Keep sentences to fewer than 25 words.
- Avoid long quotes. [Paraphrasing](#) is highly preferred.
 - As the paper author, your analysis should be paramount. Although judicious use of quotations can help support your analysis, quotations themselves—no matter how compelling—can never substitute for original thinking and genuine analysis.
 - Generally speaking, endnote numbers for source citations appear at the end of the sentence or paragraph in which the material is quoted or paraphrased. Only place them in the middle of a sentence if absolutely necessary for clarity.
- Use the [A-S-A Paragraph model](#) (see below). Write clear [thesis statements](#). Use support drawn from course material. Include your analysis in your own words.
- [Cite](#) your sources. Use 'Ibid' for sequentially [repeated citations](#).
- Do not plagiarize or fail to acknowledge the ideas of others—it will not be tolerated. See [“Academic Misconduct”](#) and [“Plagiarism.”](#)
- If formatting specifics are not in the course directive, follow the [format](#) indicated herein.
- If no specific organizational guidance is given, use the style indicated in the next section.

Structuring Essays and A-S-A Paragraph Construction

As discussed earlier in the section on professional writing, USAWC students are learning to write for senior leaders. Senior leaders are extremely busy people, often strung "a mile wide and an inch deep." They rely on you to present information in a rapidly digestible format that can be easily processed. Accordingly it is important to try and adhere to the following format:

Introductory Paragraph: The introduction paragraph is critically important. It should be written with a Bottom Line Up Front (BLUF) approach that includes the key assertions (arguments) that will be discussed in the subsequent main body paragraphs. This serves as the "roadmap" for the reader to understand where your essay is going. Do not wait until the conclusion to unveil your key points for dramatic effect. For the majority of War College short essays (500-700

words), your reader should be able to read the opening paragraph and understand all the key points of your argument. Some senior leaders may only have time to read your introductory paragraph or your introduction, conclusion, and the lead sentences of your body paragraphs. Make it easy for them to follow your argument.

Your follow-on main body paragraphs should develop your argument. Each main body paragraph should generally only be focused on delivering one main idea (the assertion at the start). Ideally, these assertions should have been introduced earlier in the introductory paragraph.

Students should use an Assertion-Support-Analysis (A-S-A) model for main body paragraph construction of the written requirements and, as possible, the formulation of written responses to online asynchronous forums.

Assertion: Serves as your topic sentence and clearly reflects your own thinking—typically one sentence and usually the first sentence (e.g., “Eisenhower was largely ineffective as a strategic leader in 1942-43.”).

Support: Use evidence from the literature to support your assertion—typically two or three sentences. These specific examples should relate directly to your initial assertion and should demonstrate how that assertion is accurate or worth considering. Use approved and proper citation format (parenthetical in the forums; USAWC style with endnotes for written essays).

Analysis: Reaffirm the initial assertion by expanding upon the evidence. Use the analysis to directly tie your evidence to your thesis. Your analysis might examine ways the evidence is alarming, insightful, perceptive, etc. Demonstrate the validity of the evidence and how the sources support the argument. Advance a clear conclusion. In your analysis, try to address the "so what" or takeaway implications of the supporting evidence for your reader. Show us what YOU think about the evidence.

Concluding Paragraph: Always finish your essays with a concluding paragraph. This is not the place to deliver new supporting evidence. That should have been delivered in the main body paragraphs above. Instead, briefly summarize the key arguments of your essay and use this space to wrap up the analysis that you have provided. Many good conclusions finish by providing larger implications and "so what" takeaways that you want your leader to leave with based on the combined assertions that you have presented earlier.

A short essay will generally be structured as follows:

Introductory Paragraph

- Includes central thesis
- Includes the key assertions that will start off each of your main body paragraph.

Main Body Paragraph 1

- Starts off with Assertion 1
- Supporting evidence
- Analysis

Main Body Paragraph 2

- Starts off with Assertion 2

- Supporting evidence
- Analysis

Main Body Paragraph 3 (if necessary)

- Starts off with Assertion 3
- Supporting evidence
- Analysis

Conclusion Paragraph

- Summarize the key arguments
- Provide "wrap-up" analysis addressing the larger implications and key takeaways
- (DOES NOT INTRODUCE NEW SUPPORTING EVIDENCE)

Reference Citations—Written Work

Carefully cite—i.e., provide complete reference information for—all [source materials](#) consulted or used in your work. For written essays and research papers, the U.S. Army War College uses a streamlined version of the Turabian endnote citation style. Follow guidelines provided in the USAWC Citation Style Guide later in this directive or follow strict Turabian style. Place citations at the most logical textual location to promote reader understanding. Sometimes this will be in the middle of a paragraph, but most often it will be at the end of a paragraph/complete thought.

Reference Citations—Blackboard Forums

To simplify writing during course forums, use in-text, parenthetical citations when referencing assigned course readings. Each citation should include author last name, publication date, and location information (e.g., page number, URL, or video timecode). Examples:

1. Source that includes page numbers: (Wong and Gerras, 2015, 24). Identify the author(s), date, and relevant page(s) within the source.
2. Online source with URL and no page numbers: (Zakaria, 2011, <http://transcripts.cnn.com/TRANSCRIPTS/1101/02/fzgps.01.html>). Identify the author(s), date, and relevant web address.
3. Video or audio excerpt: (Snider, 1:34:30) or (CSIS Panel, 2018, 30:45). Identify the author(s), date, and relevant time location within the source.

As long as sources are limited to course materials, no additional information is required.

If, however, the FI or the course director permits the use of sources outside the assigned readings students must also include a reference list with complete citation information at the end of the answer for sources not on the course reading list.

Parenthetical citations are acceptable ONLY in Blackboard forums. All other written work requires the use of endnotes in compliance with existing guidance in the CAD.

Cite and quote carefully: The rules regarding plagiarism and academic integrity apply at all times and to all work product.

Avoiding Disaster

The DEP is electronically based, opening the door for great opportunities and spectacular defeat. Fortunately, protecting yourself from disaster is reasonably simple and straightforward:

- Complete all assignments honestly, ethically, on-time, and in the required form.
- Routinely back-up all files. Save your work often and in multiple locations. Cloud users should retain a local copy.
- Ensure anti-virus software is current, up-to-date, and enabled throughout the course.
- Plan ahead. DEP assignments nearly always take more focused time and attention than expected. Do not fall behind. Allocate plenty of time to read, analyze, write, and revise prior to requirement submission. You will develop your writing/thinking skills throughout the program. Remember, the faculty want you to succeed by bringing your words, thoughts, ideas, and analyses to each assignment, exam, and forum. You are the primary source for your work: own it; respect it; work for it.
- Never incorporate another author's words into your own work without [documenting the source](#), making proper use of paraphrase and/or quotation, and giving credit (via [reference citation](#)) to the original author. This rule is inviolable. The all-too-common practice of copying, pasting, and "borrowing" from authors in the digital (or printed) domain is intellectual theft or plagiarism. [Plagiarism](#) can take many forms. Avoid it simply and easily by using your own words/ideas and documenting all material referenced, quoted, or paraphrased in your written requirements.
- Ask for clarification when needed. This directive answers many questions about [source documentation](#), use of [quotations, quotation marks, paraphrase, endnote citations](#), and the like. If, however, you have unanswered questions or are unsure how to proceed, better to seek guidance than to produce sloppy scholarship or blunder into [plagiarism](#).

Formatting Course Papers

Custom MS Word templates for USAWC papers (course papers and elective writing projects) are available electronically from the DEP. These required templates employ MS Word to format documents according to the precise specifications prescribed by the USAWC—page layout, font, font size, line spacing, margins, identification and page numbering, title page, abstract, if any, endnote format, etc. When a template is used properly, MS Word automatically performs many formatting functions for the writer, saving time, energy, and frustration by allowing writers to focus on thinking and writing.

For best results, begin writing using the template. Attempts to “cut and paste” documents into the template may produce unwanted format changes that conflict with requirements. *Templates incorporate much of the following requirements automatically.* All student papers should be written in English using MS Word and must conform to the following:

- Font: Arial, 12 pt.
- Justification: Left
- Identification: As specified in each template
- Margins: 1 inch on all sides.

- Page Numbers: As specified in each template
- Paragraphs: First line should be indented by 0.5 inch
- Paper Length: Dictated by Course Directive.

Pay careful attention to stated length parameters. They are designed to facilitate clear, succinct responses. If properly organized/focused, a question can be answered within the word limit. Paper length should be within ten percent (10%) of the stated word limit. Endnotes are excluded from the word count.

- References: Endnotes, properly formatted (see “USAWC Citation Style Guide”)
- Spacing—Line: 2.0 (Double spaced)
- Spacing—Terminal: One space after punctuation at the end of a sentence.
- Textual Elements:
 - Capitalization: Capitalize all names and nouns that function as proper names.

Capitalize	Do not capitalize
President Andrew Jackson	The president
Colonel Peter M. Hass	The colonel
Combatant Command / Combatant Commander	The combatant, the combatant commanders, the command, the commander

- Identification:

First use: Full name of individual or unit (e.g., Steven K. Metz, Peacekeeping and Stability Operations Institute, United States)

Repeated use: Shortened name or abbreviation (Metz, PKSOI, U.S.) except when used as the first or last word in a sentence.

Identify military units by official designation/titles only.
- Numbers:

Spell out all numbers 0 – 9 (zero, one, two . . .)

Use numeric digits for all numbers 10 and higher (10, 11, 12 . . .) *except* when they appear as the first or last word in a sentence.

Determining Word Count

Do not include endnotes or words on the template title page in the overall word count. To count the number of words in a document, highlight the text you wish to count by placing the cursor just before the first character of text on the first line of the paper. Hold down the following keys together and in this order: Ctrl Shift End (i.e., depress and hold the Ctrl key, then the Shift key, then the End key such that they are all held down together). This will select/highlight the text from start to finish. Then check the Word Count on the lower left side of the screen. The word count box will show a smaller number/larger number. The smaller number is the total number of words in the selected text.

Submitting Course Papers

- Retain a copy of all work for use during the course. Save everything in at least two places (e.g., hard drive and CD) to protect against loss due to computer crash.
- Submit papers electronically as directed. Do not fax or email completed work being submitted for assessment/evaluation.
- Requirement(s): Each course has a specific number of requirements to complete. While the number of online asynchronous forums may vary between the courses, all courses each have one written requirement. Save and submit all written requirements for each course into one document (e.g., a course may have four separate essays associated with its written requirement: submit all four essays as one document). Review the content and format of the written requirement before submission.
- Document Title: Save documents with the title format of: Last name, first initial, course number, requirement number; i.e., Doej2301-1, Doej2301-2, Doej2301-3. Also use this format to title documents in the upload area.

Negotiating Oral Communication Requirements

In an effort to improve student oral communication skills, the Commandant of the Army War College has mandated that all students in the Class of 2021 will complete a video communication requirement. Our preferred solution for submitting a video presentation is Flipgrid. Flipgrid is a website that allows DDE Faculty Instructors to create 'grids' to facilitate video discussions. Each grid is like a message board where FIs can pose questions to which students then post a 2-3 minute video response. For specific forums throughout the two year period your instructor will allow a video response in lieu of a Forum post. Each student is currently required to take advantage of at least one of those opportunities.

Assessment of Student Work

At the USAWC, students are assessed on their ability to think strategically and translate those strategic thoughts into effective communication practices. Strategic thinkers employ ethical reasoning, evaluate contrasting viewpoints, aptly apply historical insights, and draw valid conclusions. The following section outlines expectations and evaluation rubrics for oral presentations and written work and ability to demonstrate strategic thinking skills through each.

Oral Presentations

Effective oral presentations (a) reflect appropriate analysis, research, and thought, (b) are carefully tailored to the intended audience, and (c) achieve maximum impact through clear organization and delivery. Of paramount importance are the quality and clarity of ideas, the analysis and arguments advanced, and the strength of evidence used for support. PowerPoint slides, briefing aids, charts, and other supporting materials can help maximize impact, but “glitz, shine, and glitter” will never substitute for clear thinking, solid research, and effective speaking.

Faculty assessment is largely holistic and subjective, but remains focused on the message trilogy: Content, Organization, and Delivery. Content carries the most weight as it privileges assessment of idea quality and argument strength. Thus, although each major presentational aspect is important, the overall assessment cannot be rated higher than the Content assessment. A speech might be well organized and expertly delivered, but if the speaker has

nothing worthwhile to say, an important opportunity is lost. Strategic leaders cannot afford to miss such opportunities. Assessment criteria are the same for both the Resident and Distance Education Programs. Each element of the message trilogy receives a numerical assessment that *may* include a plus or minus (+/-) to indicate relative strength within most rating categories.

- 5 – Outstanding (Expert) (-). Exceeds standards in every salient respect, but stands as an exemplar of human excellence in oral communication. Seminar contributions and presentations reflect an expert level of in-depth analysis, research, and thought; are effectively tailored to the intended audience; and achieve maximum impact through clear organization and impeccable delivery. There is a remarkable quality and clarity of ideas, analysis and arguments. Presentations and contributions are extremely informative and persuasive. The student expertly makes convincing arguments, while also considering all other perspectives, even those that are not obvious. Communications always achieve the stated purpose while favorably accommodating the intended audience. The student displays extraordinary oral delivery techniques. Communications portray confidence derived from grounded knowledge and experience, on the one hand, and openness to the possibility of change on the other. (-)

Demonstrates expert strategic thinking. Expert comprehension of the concepts within the course. Able to deftly process information to create new and alternative explanations of theories and concepts. Reflexively challenges assumptions and creatively defends positions, demonstrating exceptional critical and creative thinking skills. Always identifies the most significant implications and consequences of potential approaches to an issue. Can independently apply ethical perspectives and concepts to a complex issue, and is able to consider all implications of a potential approach. Demonstrates an expert level of applying historical insights to any given situation. Skillfully anticipates and acknowledges other viewpoints and potential counter-arguments.

- 4 - Exceeds Standards (Advanced) (+/-). Speaking skills are impressive and clearly above the norm. Presentations and seminar contributions are thoughtfully organized, germane to the audience/situation, and alive with well-constructed arguments that are ably-supported with relevant evidence and solid reasoning. The speaker's facility with analytical reasoning and the ability to synthesize and integrate material is strong. The student makes powerful and convincing arguments, consistently considering all other perspectives. The presentational delivery is clear, crisp, reasonably persuasive, and consistently articulate. The student has a strong facility with analytical reasoning and the ability to synthesize and integrate material.

Demonstrates advanced strategic thinking. Exceptional comprehension of course concepts. Notable abilities for accurately processing information to create new and innovative explanations of theories. Skilled at challenging assumptions and creatively defending positions, demonstrating outstanding critical thinking skills. Consistently identifies the most significant implications and consequences of potential approaches to an issue. Can apply ethical perspectives and concepts to a complex issue, and is able to consider ethical implications of a potential approach. Demonstrates skill at applying historical insights to any given situation. Consistently anticipates and acknowledges other viewpoints and potential counter-arguments.

- 3 - Meets Standards (Proficient) (+/-). Seminar contributions and presentations reflect in-depth analysis, research, and thought; are tailored to the intended audience; and achieve desired effects through clear organization and delivery. There is a quality and clarity of ideas, analysis and arguments. Presentations and contributions are informative

and persuasive. The student is able to make convincing arguments, while also considering other perspectives. The student addresses clearly identified major points, often with support from credible and acknowledged sources. Oral delivery techniques (posture, gestures, eye contact, etc.) enable clear conveyance and understanding of the speaker's message. The student demonstrates analytical reasoning and the ability to synthesize and integrate material.

Demonstrates proficient strategic thinking. Solid comprehension of the concepts within the course. Skilled at processing information to create new explanations of course concepts and theories. Challenges assumptions and creatively defends positions, demonstrating notable critical thinking skills. Proven ability to identify the most significant implications and consequences of potential approaches to an issue. Demonstrated ability to apply ethical perspectives and concepts to a complex issue. Applies historical insights to any given situation. Proven ability to anticipate and acknowledge other viewpoints and potential counter-arguments.

- 2 - Needs Improvement. Communications skills are weak and deficient in one or more salient respects. Content is generally weak, organization unclear and/or the delivery uninspired. Presentations and seminar contributions are characterized by minimal analysis, deficient insight, lack of evidence, inadequate preparation, poor organization, or a cavalier presentational style which leaves some listeners confused and disoriented. Poor oral delivery techniques (posture, gestures, eye contact, etc.) often distract from the intended message. The student has notable difficulties making convincing arguments, and occasionally fails to consider other perspectives. Central message can be deduced, but is not explicitly stated in the presentation.

Demonstrates need for improved strategic thinking. Student lacks a solid command of the concepts within the course. Occasionally demonstrates difficulty in making connections across concepts. When prompted, student challenges assumptions and defends positions, demonstrating some basic critical thinking skills. Shows some creativity in developing new approaches to issues. Identifies the most significant implications and consequences of potential approaches to an issue when prompted. With assistance, the student can apply ethical perspectives and concepts to a complex issue. Occasionally applies historical insights to a given situation. Sporadically acknowledges other viewpoints and potential counter-arguments.

- 1 - Fails to Meet Standards. Communications skills are seriously weak or deficient—usually missing the task. The content or substance of the presentation is unsubstantiated, illogical, or exceedingly shabby; the organizational scheme is unorganized and unfocused; the delivery is uninspired and characterized by inarticulate speaking. There is a general lack of effective oral delivery techniques (posture, gestures, eye contact, etc.). The student has serious problems making convincing arguments, and typically fails to consider other perspectives. Overall lack of a central message, or incorrect/misleading central message.

Demonstrates failure to employ strategic thinking. Student fails to demonstrate any command or comprehension of the concepts within the course. Unable to synthesize course concepts. Student failed to challenge assumptions or defend positions, general lack of critical thinking skills. Overall lack of creative thinking skills. Typically unable to identify the most significant implications and consequences of potential approaches to an issue. Often fails to apply ethical perspectives and concepts to a complex issue and does not consider ethical implications of a potential approach. Lack of skill at applying

historical insights to a given situation. Rarely acknowledges other viewpoints and potential counter-arguments.

Written Work

The ability to write and the ability to think are directly related. Strong writing skills demonstrate intellectual competence and acumen as well as critical thinking facility. Students should clearly emphasize analysis, synthesis, and evaluation in written compositions. Thoughtful exposition moves beyond simple description. Professional writers avoid substituting personal opinion for insightful ideas. To be effective, knowledge claims, arguments, contentions, and insights must be supported with clearly presented and sensibly organized evidence.

USAWC papers require a clear thesis that is well-supported, properly documented, concise, and logically organized. Papers must adhere to conventional rules of English grammar and syntax, using a professional/academic style. Written work must represent individual effort, analysis, and reasoning. “Double-dipping” is not allowed. A paper may not be used to fulfill requirements for more than one course (although its ideas may be used as building blocks for another).

Faculty assessment of written work is largely holistic and subjective, but remains focused on the message trilogy: Content, Organization, and Style, where Style is concerned with perfecting the “flexibility and obedience” of language to accomplish a desired end. Content carries the most weight as it includes assessment of idea quality and argument strength. Thus, although each major aspect of the writing is important, the overall assessment cannot be rated higher than the Content assessment. A paper might be well organized and stylistically interesting, but if the writer fails to communicate worthwhile ideas to the reader, an important opportunity is lost. Strategic leaders cannot afford to miss such opportunities. Assessment criteria are the same for both the Resident and Distance Education Programs. Each element of the message trilogy receives a numerical assessment that *may* include plus or minus (+/-) to indicate relative strength within most rating categories.

- 5 – Outstanding (Expert) (-). Written products not only exceed standards in every salient respect, but stand as an exemplar of excellence in written communication. Products display exceptional insight and creativity, thorough analysis, solid research, precise documentation, and do so in a literate context with an efficient and economical organizational scheme. Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. Uses appropriate, relevant, and compelling content to illustrate mastery of the subject. Work advances a thoughtful explication of a problem, question or subject area, and is an inviting, compelling read—suitable for publication with only minor edits and polishing. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency.

Demonstrates expert level strategic thinking. Expert comprehension of the concepts within the course. Able to deftly process information to create new and alternative explanations of theories and concepts. Reflexively challenges assumptions and creatively defends positions, demonstrating exceptional critical and creative thinking skills. Always identifies the most significant implications and consequences of potential approaches to an issue. Can independently apply ethical perspectives and concepts to a complex issue, and is able to consider all implications of a potential approach. Demonstrates an expert level of applying historical insights to any given situation. Skillfully anticipates and acknowledges other viewpoints and potential counter-arguments.

- 4 - Exceeds Standards (Advanced) (+/-). Written products are impressive and clearly above the norm. Work is insightful and responsive to the task, well researched, ably documented, and thoughtfully organized. The writer has a strong ability to analyze, synthesize, and integrate material. The work exhibits clarity in thought and expression and reflects an accomplished and continuously developing command of language. Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. Products are thoughtful, substantive, well structured, aptly documented, and well worth reading. The student uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.

Demonstrates advanced strategic thinking. Exceptional comprehension of course concepts. Notable abilities for accurately processing information to create new and innovative explanations of theories. Skilled at challenging assumptions and creatively defending positions, demonstrating outstanding critical thinking skills. Consistently identifies the most significant implications and consequences of potential approaches to an issue. Can apply ethical perspectives and concepts to a complex issue, and is able to consider ethical implications of a potential approach. Demonstrates skill at applying historical insights to any given situation. Consistently anticipates and acknowledges other viewpoints and potential counter-arguments.

- 3 - Meets Standards (Proficient) (+/-). Written products are informative, concise, and focused. Major points are clearly identified and appropriately developed with support from properly documented and credible sources. Products have a clear organization and conform to commonly accepted standards of style. Written work demonstrates unity, and has a clear beginning, middle, and end. The writing is relatively free of grammatical, punctuation, and spelling/typing errors. The student displays a solid ability to gather information, address important issues, express ideas/arguments in appropriate language, and accomplish a stated task.

Demonstrates proficient strategic thinking. Solid comprehension of the concepts within the course. Skilled at processing information to create new explanations of course concepts and theories. Challenges assumptions and creatively defends positions, demonstrating notable critical thinking skills. Proven ability to identify the most significant implications and consequences of potential approaches to an issue. Demonstrated ability to apply ethical perspectives and concepts to a complex issue. Applies historical insights to any given situation. Proven ability to anticipate and acknowledge other viewpoints and potential counter-arguments.

- 2 - Needs Improvement. Written products are ineffective and deficient in one or more salient respects. The content is weak or the reasoning and logic noticeably flawed; the organization is unclear and/or the style (facility with language) deficient. Products are often characterized by minimal analysis, deficient insight, lack of evidence, inadequate research, slipshod documentation, poor organization, and sloppy and/or semi-coherent writing. Student attempts to use a consistent system for basic organization and presentation, but is not always successful. Proper use of citations is inconsistent. Uses language that sometimes impedes meaning because of errors in practice.

Demonstrates need for improved strategic thinking. Student lacks a solid command of the concepts within the course. Occasionally demonstrates difficulty in making connections across concepts. When prompted, student challenges assumptions and defends positions, demonstrating some basic critical thinking skills. Shows some creativity in developing new approaches to issues. Identifies the most significant

implications and consequences of potential approaches to an issue when prompted. With assistance, the student can apply ethical perspectives and concepts to a complex issue. Occasionally applies historical insights to a given situation. Sporadically acknowledges other viewpoints and potential counter-arguments.

- 1 - Fails to Meet Standards. Written products miss the mark substantially. The content is superficial or off- subject. Organization is little more than a running litany of thinly connected topics, and the style/language usage is casual, chatty, and pedestrian. Fails to demonstrate attention to context, audience, purpose, and to the assigned tasks(s). Knowledge claims and observations are offered without research support and appropriate source documentation. Fails to use a consistent system for basic organization and presentation. Uses language that often impedes meaning because of errors in practice. Failure to submit a paper within the specified timeframe. Instances of plagiarism.

Demonstrates failure to employ strategic thinking. Student fails to demonstrate any command or comprehension of the concepts within the course. Unable to synthesize course concepts. Student failed to challenge assumptions or defend positions, general lack of critical thinking skills. Overall lack of creative thinking skills. Typically unable to identify the most significant implications and consequences of potential approaches to an issue. Often fails to apply ethical perspectives and concepts to a complex issue and does not consider ethical implications of a potential approach. Lack of skill at applying historical insights to a given situation. Rarely acknowledges other viewpoints and potential counter-arguments.

Assessment Guidance

USAWC Memorandum 623-1 requires assessment of student work to be centered on Content, Organization, and Delivery (oral presentations) or Style (written work) with Content being paramount. Work that receives a Content assessment of Needs Improvement or Fails to Meet Standards cannot receive an overall assessment of Meets Standards—even if both Organization and Delivery/Style were Outstanding. The Overall assessment cannot be higher than the Content assessment. Overall assessment equals Content assessment when both Organization and Delivery/Style are assessed at the minimal level of Needs Improvement.

Students should strive to exceed minimal standards and not settle for an assessment profile in which two of three areas of competence need improvement. Only papers that earn assessments of Exceeds Standards or Outstanding in all three areas may be nominated for an award.

Program Research Project (PRP) Elective

The PRP (Elective DE2344, 2 credit hours) is an optional opportunity to develop research and writing skills by exploring a specific research question or a defined strategic problem of strategic importance. This professional venture culminates in fresh insights or a re-consideration of an event, campaign, or problem of strategic significance. Students work with a Project Adviser to conduct research and to report that research in an official form: a specifically formatted 5,000 word (minimum) research paper. Students choose a topic of strategic importance, team with a PA (who will most likely be their seminar Faculty Instructor), conduct research to generate a research-based thesis, and write a carefully documented paper explicating the thesis and exploring its implications. This effort leads to the production of a paper potentially suitable for award competition and publication.

PRP Originality Requirement

The PRP must be an original essay, representing the student's best work at the USAWC. Both the research and the project must be designed, conducted, and produced *while the student is enrolled* in the degree program. So-called "double-dipping" is forbidden and may prompt ARB investigation. Students may consult their prior work, but they may not simply revamp, revise, or reposition work done *elsewhere* nor may they simultaneously prepare work for the USAWC that is being done as part of another degree program. Like all other sources, references to a student's prior circulated work must be properly cited.

PRP Topic Selection

When selecting a topic, students should use the Key Strategic Issues List (KSIL) as a guide. The KSIL identifies high priority strategic topics and issues of special interest to the U.S. Army and appropriate for sustained inquiry. Students should pursue projects that facilitate their intellectual and professional development. For some, that means pursuing work in a completely new area of interest. For most, it means building upon areas of expertise to extend their knowledge and produce new insights into problems/issues previously encountered. In both instances, the goal is to produce a new document that contributes to knowledge and demonstrates skills developed/enhanced through academic study at the USAWC.

Select a topic that is (a) strategic in character, (b) personally and professionally interesting, (c) doable within the time and assignment limitations, and that (d) has the potential to impact the larger strategic community.

PRP Student-PA Teams

As Subject Matter Experts (SMEs), PAs guide students toward becoming fully independent strategic thinkers who generate fresh approaches to significant national security issues. PAs:

- Provide subject matter advice and facilitate access to additional SMEs as needed.
- Guide student efforts to gather material, evaluate source credibility, analyze relationship of source information to the research question, and effectively use research data.
- Provide writing guidance/evaluation and facilitate student efforts to use graduate level professional/academic writing to effectively communicate ideas and recommendations.
- Complete electronic submission and documentation as required.
- Help students understand source documentation and plagiarism issues/concerns.

- Help students meet formatting requirements by:
 - Requiring students to use the PRP Course Template.
 - Reviewing drafts for consistency of headings, figures, tables, and endnote citations.
- Review PRP drafts, providing research and writing feedback.
- Nominate exceptional PRPs for USAWC Student Award Consideration.
- Encourage high-achieving students to submit PRPs for publication consideration.
- Verifies that the document does not disclose sensitive information and that it accurately characterizes U.S. government policy (though it does not have to agree with that policy).

The PRP may not be written in first person.

PRP Impact

Successful PRPs impact the larger community of strategic leaders by making a contribution to what is known about a topic and how it is understood. PRPs that are nominated and selected for a USAWC writing or research award must be converted to the PRP Distribution Template prior to the student receiving the award. Award winning PRPs are deposited in a database and may become available to researchers and assorted agencies and publics worldwide. After completion, students may submit PRPs for publication consideration. Increasingly, these are being accepted by refereed professional and academic journals focusing on strategic issues, national security, and international affairs. Selected student research projects are published in [*The Army War College Review*](#). Some titles include: *Some recent award winning PRPs include: The Generals’ Revolt and Civil-Military Relations, Filling Irregular Warfare’s Interagency Gaps, The Torture Memos: A Failure of Strategic Leadership, Engaging the BRIC Countries: Diplomacy Outside the Capital.*

PRP Milestones & Format Requirements

Dates are for planning purposes only. Your second year faculty will notify you of the exact dates as they become available.

Suspense	PRP Milestone
TBA (Nov 2020)	Topic Approval by Project Adviser (PA)
TBA (Dec 2020)	Thesis Statement Approval by PA
TBA (Feb 2021)	Outline to PA
TBA (Apr 2021)	First Draft with Abstract to PA
TBA (May 2021)	Final PRP Delivered to PA

Because award-winning PRPs are potentially available for worldwide distribution, they must be formatted precisely to ensure uniformity across all student work originating from the USAWC. Students who enroll in an extended writing elective (PRP) are provided with format guidance and a specific MS Word template that dictates the structure necessary for format consistency.

Student Awards Program for Excellence in the Communicative Arts

The Student Awards Program, administered through the USAWC Press, encourages and recognizes excellence in research and writing by students in the Resident, Distance, and USAWC Fellows Programs. Because research and writing are fundamental to the intellectual process and the professional development of strategic leaders, those who distinguish themselves as researchers, writers and, indeed, strategic thinkers are slated for awards and distinctions by the faculty and others who support advanced study of strategic issues. Award nominees are primarily drawn from extended writing projects (e.g., PRPs). Student awards are detailed in both the Communicative Arts Directive and USAWC Memorandum 672-6 *USAWC Student Awards Program*.

To be considered for a writing or research award, students should work closely with the Project Adviser (PA). Submit at least one well-polished draft three weeks prior to the final suspense. Faculty require time to review the document and recommend edits and improvements.

A number of specific writing and research awards are given at graduation each year. Some are accompanied by a monetary honorarium, associated with engraved mementos, and/or linked to publication in a professional journal. Several awards are restricted to papers that address particular subjects or are authored by individuals with specific professional backgrounds and interests. Although the goal is to always bestow each award, not all are awarded every year due to insufficient numbers of exceptionally well qualified papers germane to a particular award category. Award winners are considered for publication in [The Army War College Review](#).

Award Nomination Guidelines

Project Advisers nominate exceptional student papers through a procedure established by the DEP. Only the very best are advanced for review at the institutional level.

The PA may nominate papers eligible for award consideration in either of two USAWC categories: (1) Research, or (2) Writing. Papers may not be double-nominated; however, a paper nominated but not selected for a research award may migrate to the writing competition if: (a) such a recommendation is made by the Academic Chair Holder Reviewing Panel, and (b) the paper falls within the length mandated for writing award nominees. To be eligible for a research award, the paper must meet the quality standards of the writing competition as well as making a significant contribution to knowledge. A paper nominated but not selected for a research award will migrate to the writing competition if it: (a) is rated/ranked highly by the Academic Chair Holder Reviewing Panel, and (b) falls within the length mandated for writing award nominees. Descriptions of specific award criteria, nomination guidelines, and available awards are detailed in the sections that follow. To be considered for an award, papers must:

- Be eligible for worldwide distribution (Distribution A).
- Have earned “Outstanding” or “Exceeds Standards” in all assessment areas.
- Evidence meticulous documentation, all sources used must be properly attributed, direct quotes must be properly formatted and acknowledged, and plagiarism must be strictly avoided. Papers found to contain plagiarized material of any kind or amount—whether through sloppy scholarship or outright intent to deceive—are not eligible for awards. Such papers will be withdrawn from the competition, or if discovered after an award has been bestowed, the award will be rescinded.

- Not be previously published—in whole or in part—or under publication consideration at the time the award would be bestowed (Graduation).
- Be solo-authored. Co/multi-authored papers are not eligible for award consideration.
- Stand alone. *Integrated Research Projects (IRPs) and their component papers are not eligible for awards.*
- *Be properly formatted and editable prior to award review.* Once slated for an award, a paper enters the public domain and is available worldwide. It must be in the USAWC format.
- Meet length and standards requirements for award consideration in a category.
- Both the student and the PA must certify separately that to the best of their knowledge the paper accurately depicts USG and/or DoD policy and contains no classified information or aggregation of information that poses an operations security risk.

USAWC Writing Awards

Papers nominated for writing award consideration are exceptionally well-written and:

- Clarify understanding and articulately review, integrate, and perhaps evaluate the present state of knowledge.
- Clearly demonstrate superior communication of ideas through the written word.
- Are well-grounded, interesting, articulate contributions to discourse on a topic or issue.
- Must be a minimum of 5,000 words and a maximum of 6,000 words.
 - Exception: Papers between 6,000 and 6,300 words *may* be considered if the PA requests an exception by offering a compelling argument justifying the inclusion of additional words and explaining the necessity and benefit of the additional length.

The following writing awards are sponsored annually:

AWC Foundation Award for Outstanding Program Research Paper

- Sponsor: Army War College Foundation
- Focus: National security, defense issues, or national military strategy
- Details: Up to six awards for outstanding PRPs

AWC Foundation Daniel M. Lewin Cyber-Terrorism Technology Writing Award

- Sponsor: Army War College Foundation
- Focus: Cyber-Terrorism, Cyber-Warfare, Technology, and National Security
- Details: One award for excellent writing on cyber-terrorism/warfare and technology

Military Officer Association of America Writing Award

- Sponsor: Military Officer Association of America
- Focus: Strategic issues and national security
- Details: Two awards for outstanding PRPs

USAWC Research Awards

Papers nominated for research award consideration are exceptionally well-written and:

- Offer new insights at the strategic level.
- Make a clear contribution to knowledge.
- Go well above and beyond well-written “literature reviews.”
- Usually advance new relationships or evaluate old relationships in a fresh light.
- Are a minimum of 5,000 words.
- Typically do not exceed 6,000 words, but may be longer if appropriate to the topic addressed and method used. Must be written with exceptional clarity and economy.

The following research awards are sponsored annually:

The Commandant's Award for Distinction in Research

- Sponsor: The Commandant, United States Army War College
- Focus: Contemporary strategic challenges facing the military
- Details: Up to four awards for Excellence in Strategic Research

General Matthew B. Ridgway Research or Writing Award

- Sponsor: General Matthew B. Ridgway, Mary A. Ridgway, and Matthew B. Ridgway Endowment, U.S. Army Military History Institute, U.S. Army Heritage and Education Center
- Focus: Issues pertaining to the U.S. Army
- Details: Excellence in research or writing

Foreign Area Officer Association Research Award

- Sponsor: Foreign Area Officer Association
- Focus: International Affairs
- Details: One award for outstanding research in strategic thought in the international arena

Thomas J. Plewes Reserve Component Research or Writing Award

- Sponsor: The Reserve Officers Association
- Focus: National Military Strategy
- Details: One award for excellent writing by an Army Reserve officer

454th Bombardment Group Research or Writing Award

- Sponsor: Army Heritage Center Foundation
- Focus: WWII history and national security/strategic issues
- Details: An award for excellent writing or research that acknowledges aviation and/or historical events from WWII
- Note: One award given each year to a student in *either* the REP or the DEP

Guide to Writing and Research for Strategic Leaders

Research and strategic leadership are inexorably intertwined. Through research, strategic leaders find information and perspectives essential to effective decision-making in an environment that is increasingly volatile, uncertain, complex, and ambiguous. Leader decisions are often a product of what the leader knows (or believes) and his or her ability to acquire information and resources. Writing and research impact knowledge and how that knowledge is presented to decision makers and leaders who need it.

Research

“Research” is a curious word because it moves us in two directions simultaneously. In a literal sense, “research” requires us to go back and secure grounding before moving forward. What do extant records reveal that can inform or help us? Strategic leaders must cultivate an acute sensitivity to the past because the historical record frequently provides a viable foundation from which to identify possible courses of action. Research also requires us to move into relatively uncharted territory or to venture a strategic change in light of some new circumstance or development. Consequently, strategic leaders who seek to maximize success and minimize failure will always access the materials and writings which serve to inform strategic leaders and help to guide their thinking and decisions.

The USAWC pursues an inquiry-driven model of graduate education that seeks to prepare selected individuals for strategic leadership responsibilities. The intellectual experiences engendered here represent the “culmination of the formal education of most officers.” The DEP and REP faculties seek to initiate those who study here to the centrality of research as the underlying fabric of inquiry-driven graduate education. The faculty values research and virtually all are engaged in the process of inquiry.

The Strategic Studies Institute (SSI) consists of a modest number of full-time researchers dedicated to advancing strategic knowledge. They facilitate inquiry by their own creative work and are a rich resource, willing to assist students in developing research competencies. SSI has special vehicles through which to publish student research. SSI researchers are available to serve as PAs for student PRPs.

The refereed journal *The U.S. Army War College Quarterly: Parameters*, published four times a year by the USAWC, provides an intellectual forum for “the expression of mature thought on the art and science of land warfare . . . issues of national security, and military strategy, leadership, history, and ethics.” The journal enriches the professional academic environment for students and faculty by (a) enjoying a world-wide following in military, government, political, and academic arenas, (b) standing as a source of important intellectual thought, and (c) being located on Carlisle Barracks.

Research and writing are forms of intellectual weightlifting and, while initially somewhat uncomfortable, the effort is usually worthwhile. Through research and writing, vision, insight, and mental acuity expand, and human struggles at the strategic level are better understood, if not fully resolved. We trust you will enjoy your experiences and will depart from the USAWC intellectually richer and more accomplished professionally. We also hope you will leave a knowledge contribution as a result of your studies. A knowledge contribution is a kind of intellectual accomplishment that advances or clarifies what we know, and may help to strengthen the nation and possibly contribute to national security if not world peace. The Program Research Project is one avenue for students seeking to generate a worthwhile

knowledge contribution. In preparing course papers and other academic materials, all students are encouraged to adopt a posture of inquiry—find out what is known and then move forward.

Research Terminology

Abstract

An abstract is a short description of a document. Abstracts provide basic detail about the paper or article, including the thesis, main points, overall conclusion, and possibly recommendations. Abstracts are used by researchers to help determine the utility of the work for a particular project. PRP abstracts should be approximately 150 words, and must not exceed 200.

Argument

All good papers advance a defensible position or “argument” that must be supported by well documented and articulated evidence, or “good arguments” (see Martha Cooper, *Analyzing Public Discourse*, Long Grove, IL: Waveland, 1989). The term “argument” in an academic context, therefore, is much different than the term “argument” in a relationship context (i.e., “fight”). Thinking of academic writing in terms of well-reasoned arguments facilitates discourse in the marketplace of ideas by elevating expectations for dialogue. Authors are thus required to (a) clearly articulate the arguments advanced, (b) identify the intellectual roots of their work, (c) ground declarative statements in appropriate evidence, and (d) organize arguments in a fashion conducive to deductive reasoning and enhanced reader understanding.

Bibliography

A bibliography is a properly formatted and comprehensive listing of sources designed to facilitate quick identification of sources used in a document. Bibliographies are presented in alphabetical order, do not include specific reference to the page(s) from which a particular insight is gained, and are normally preceded by endnotes, footnotes, or parenthetical citations in the body of the manuscript text. *PRPs do not include bibliographies.* Types of bibliographies include:

- *Bibliography (immediately) following endnotes:* Students may be directed to provide a list of all sources cited in a paper and referenced in the endnotes.
- *Bibliography of relevant materials:* This type of bibliography helps the student begin the research process by generating a list of books, articles, policy statements and other materials to consult. This helps students and faculty to determine materials availability, merit (based upon the credibility of the author and publication outlet), as well as the types of information the project is likely to uncover.
- *Annotated bibliography:* A bibliography including a brief description of each source.

Endnotes

Endnotes are the required source documentation format in USAWC student projects. Endnotes are important both in terms of proper documentation and critical assessment of written materials. Students should habitually read the two types of endnotes (or footnotes) encountered:

- *Content Notes*: Content notes enable authors to include information that is related to but slightly outside the scope of a paper’s argument. Legal researchers/writers commonly include many important content notes. As a reader, always read all content notes—they may contain important insights or useful information. As a writer, be aware that many readers (including many faculty members) do not read lengthy content notes—so use them with caution. Check faculty expectations regarding use of content notes.
- *Source Documentation Notes*: These are the most important to professional/academic work (see “[Source Documentation](#),” “[Plagiarism](#),” and “[USAWC Citation Style Guide](#)”).

Epigraph

An epigraph is an introductory quote that frames the context for the paper that follows. Epigraphs should be used sparingly in professional and academic writing and should be exceedingly short—no more than one or two lines of text. An epigraph should **only** be included when it has substantial relevancy to the argument of the paper in a way that would not be possible in the body of the text. For the PRP, students may elect, in consultation with the PA, to include one brief epigraph at the front of the paper. *Epigraphs may not appear elsewhere in the PRP document.* In general, epigraphs are not necessary and, if not carefully used, may detract from the impact of a writer’s own words.

Evidence

A well-written paper advances an argument firmly grounded in evidence: facts, examples, data, and literature that can be used in support of a claim or argument. All main points and their supporting evidence should be directed toward the development of the paper’s overall thesis. Evidence must be connected to arguments and claims through interpretation. Usually, evidence will have more than one possible interpretation. Each author develops the rationale for the interpretation of evidence in support of his or her thesis. That does not suggest bending the facts to fit the case. Instead, one should advocate a reasonable interpretation of the evidence and clearly articulate reasons why that evidence is appropriately interpreted as suggested.

Each main point in a paper must be supported by evidence. The strength of a paper is directly dependent upon the strength of the evidence used to support the arguments. Always use the most credible sources available to develop each main point. Generally speaking, the most credible publications are ones that are verifiable, well documented, grounded in current and historical research, and refereed by prestigious individuals and institutions (e.g., University Press books, scholarly journal articles). Many internet sources (e.g., Wikipedia) do not meet these rigorous criteria and, while they may be useful in the initial phases of research, are not appropriate evidence for graduate-level scholarly and professional writing.

In evaluating the strength and appropriateness of a source, scholars also consider the relationship of the source to the time period or event being studied. A source is considered “primary” if it was created as events were unfolding and/or it presents new information or ideas based upon original research (e.g., a study that reports new findings about a particular event or phenomenon). Primary sources often become the data for later observation or the basis for developing ideas. A source is considered “secondary” if it is one or more steps removed from the time period or event being studied. Secondary sources are dependent upon primary sources—their function is to analyze or interpret information from primary sources. Most good research utilizes a combination of primary and secondary sources as evidence. Both need to be evaluated carefully for issues of accuracy and credibility.

Understanding the difference between a primary and secondary source helps scholars to more effectively evaluate source credibility. To evaluate a Soldier's first-hand account (primary source) of a 1968 battlefield conflict, for example, one might compare that Soldier's account with other information available about the event/time in question—a high level of fidelity among the sources would serve to increase the level of confidence in the source, although too high a level of fidelity could potentially serve to either (a) call into question whether the Soldier was reporting his/her own observations or simply going with the group, or (b) render the Soldier's observation largely mundane. To evaluate a book about the experiences of Soldiers during the Vietnam War era (secondary source), one might seek information about the author of the book, the quality and integrity of the publisher, the strength of evidence upon which the author bases his/her conclusions, the effective development of those conclusions through reasoned analysis, and the author's use and interpretation of documents and artifacts (primary sources) from the era. Scholars have a responsibility to carefully investigate and evaluate both primary and secondary sources. In the evaluation of secondary sources it is particularly important to return to the primary sources upon which the secondary information is based. Mistakes are easily made and can result in the perpetuation of false information if all sources are not evaluated carefully.

Good evidence is (a) grounded in valid, reliable and properly referenced data, (b) supported by additional evidence, (c) assumed to be false prior to its incorporation as evidence—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 of the thesis being addressed.

Info Paper

An information ("info") paper takes a variety of forms. Check with the assigning faculty member as to specific format required (see "[Information Paper Guidance](#).") Generally speaking, an info paper is a very brief document (one, possibly two pages) that normally contains the following elements: (1) statement of purpose, (2) issue or topic being addressed, (3) discussion of the facts or main points being advanced, sometimes as bulleted elements, (4) action or desired outcome, and (5) conclusion with a brief reinforcement of the purpose and recommended outcome.

Organization

The information provided in "[Structuring Essays and A-S-A Paragraph](#)" section (earlier) provided information for the organization of short (500-700 word) essays. The following information may be useful for longer papers.

Effective organization maximizes argument development, message impact, and reader understanding. Professional and academic papers are commonly organized as follows:

- *Introduction:* The introduction provides the setup for the paper, orients the reader to the paper's thesis, includes a specific thesis statement, and establishes the paper's structure by briefly previewing main points and organization. This preview is commonly known as an *essay map*—or thesis partition. It lets the reader know what to expect as the author identifies and develops points to advance the thesis. The introduction may be short, particularly for course assignments (consult the Course Directive). At minimum, however, the introduction should concisely communicate your position(s) and preview the essence of your argument(s).

- *Paper Body*: Following the introduction, the main part of the paper flows from the thesis and presents evidence in support of the thesis. The body is generally organized around three or more main points, with effective transitions between each:
 - Main point 1
 - Statement of main point 1
 - Delineation of main point 1 as evidence for the thesis
 - Evidence for main point 1
 - Main point 2
 - Statement of main point 2
 - Delineation of main point 2 as evidence for the thesis
 - Evidence for main point 2
 - Main point 3
 - Statement of main point 3
 - Delineation of main point 3 as evidence for the thesis
 - Evidence for main point 3
- *Discussion*: Discussion flows from development of the body, covers arguments and literature presented, addresses potential counter arguments not covered previously, and may incorporate considerations of method—all in relation to the paper’s main thesis.
- *Conclusion*: The final section drives home importance for current/future thought, suggests areas for further investigation, calls the reader to action when appropriate, and strictly avoids simple restatement of the paper’s thesis or main points.

Outline

Students may find it helpful to create an outline for their papers prior to writing them. Faculty members may require students to submit an outline prior to actually writing a paper. Unless specified by the FI or PA, outlines have no specific format requirements, but they do have some common elements. Paper outlines should flow from the thesis statement and provide a preliminary sketch of the paper’s organization, including the main points and types of evidence that will be used to support the thesis. A typical outline organizes information in the order it will be presented in the paper. For some course papers and assignments, students may find it helpful to write a “question outline” to help guide and focus their writing. Question outlines are particularly useful for assignments that have strict requirements regarding content and length—such as those most frequently required for DEP courses.

To address an assignment using a question outline:

- For each paragraph, choose a question to answer from the required elements.
 - Outline these as they will appear in the paper to form the question outline.
 - Address all aspects of the assignment.
- Answer each question in one declarative sentence. This sentence will become the topic sentence for each of your paragraphs.
- Write a transition sentence for each topic sentence, linking it to the next topic sentence. This will help you write a logical and coherent paper.

- Write strong declarative sentences presenting evidence in support of each topic sentence. These go between the topic and transition sentences.
- Write a short introduction informing the reader of the writer's intent and, if needed, a short conclusion.

Paraphrase and Quotation

Authors who paraphrase use their own words to express another writer's ideas. The art of paraphrase is important to master: it enables writers to incorporate other's ideas while giving the original source proper credit. Good writers rely upon paraphrase to strengthen their claims by (a) providing supporting evidence, (b) grounding arguments in intellectual history, (c) exploring issues raised in prior research, and (d) briefly identifying issues that are being supported or refuted. Effective use of paraphrase also prevents authors from overuse of direct quotations, a practice which detracts from the author's argument and tends to be associated with weak writing. Quotations are best used when the original author has written or said something in such a way that to paraphrase would weaken the quality of the author's words or when the specific words used by the original author are of such a unique character that the words themselves provide flavor and context for the information presented. When paraphrasing, carefully provide complete source documentation information. Some examples:

- Quotation: "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."¹
- Brief Paraphrase: During the Cold War era government officials and the American public at large demonstrated a sustained and rather impressive commitment, and did so despite numerous obstacles and fears.²
- Paraphrase with Quotation: During the Cold War era government officials and the American public at large demonstrated a sustained and rather impressive commitment, and did so despite numerous obstacles and fears. Thus answering Winston Churchill's famous question "'Will America stay the course?' The answer is, we did."³

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

² Ibid.

³ Ibid.

Point of View

Professional/academic writing most commonly utilizes the third person point of view. Papers written in third person use the pronouns *he*, *she*, or *it* (third person singular) and *they* (third person plural), and avoid use of *I* (first person singular), *we* (first person plural) and *you* (second person). Many students who write in the first person (a) fail to advance intellectual arguments grounded in reason and research, (b) overestimate the importance of personal experience/opinion to a writing task, and/or (c) mistakenly equate unsupported opinion with

reasoned argument. For this reason, first year DEP students are required to use the third person exclusively. Once use of third person is mastered, it may be effectively supplemented by occasional first person point of view statements. The first person statement “I propose,” for example, is often preferable to the equivalent third person statement of “The writer of this essay proposes” (an awkward construction) or even “This paper proposes” (papers are inanimate and cannot propose anything). After the first year, check with an FI or PA for guidance regarding the point of view expected for a given assignment.

Policy Paper

A policy paper reflects an analysis of a specific national security issue, evaluates alternative policy/strategy options, and makes a specific and supported recommendation—typically to a cabinet-level official. Brevity within a context of comprehensive analysis is essential. The purpose is to frame an existing problem in a manner that will allow a policymaker to find the best solution. The writer must be mindful of the ends-ways-means model, offering courses of action that address the policy maker’s objectives. The following points are commonly considered as the research proceeds, although the final paper may not include every element: (a) scope of the problem, (b) differing ways the problem could be defined or perceived, (c) likely outcomes if the problem is not addressed, (d) current action regarding the problem, (e) several options for solving/addressing the problem, and (f) identification of the resolution that best aligns with the policy maker’s objectives. Provide a succinct recommendation identifying a suggested course of action. Policy papers typically have a specific format found in the organization’s Standard Operating Procedure (SOP). Some formats require source documentation; some do not. Once the preferred format has been identified, do not deviate.

Thesis

The thesis is the primary argument or overarching position advanced. The thesis must be carefully articulated near the beginning of the paper. All other information and arguments presented in a paper stem from the thesis. Compelling papers invariably have a strong thesis that advances a particular position on a given topic. The best theses are (a) interesting—they capture attention by addressing an important subject or issue, (b) arguable—they address a topic worthy of interrogation and debate, (c) defensible—they are supported throughout the paper by grounded evidence, and (d) clear—they are carefully written, including enough specificity to avoid over-generalizations and vague propositions.

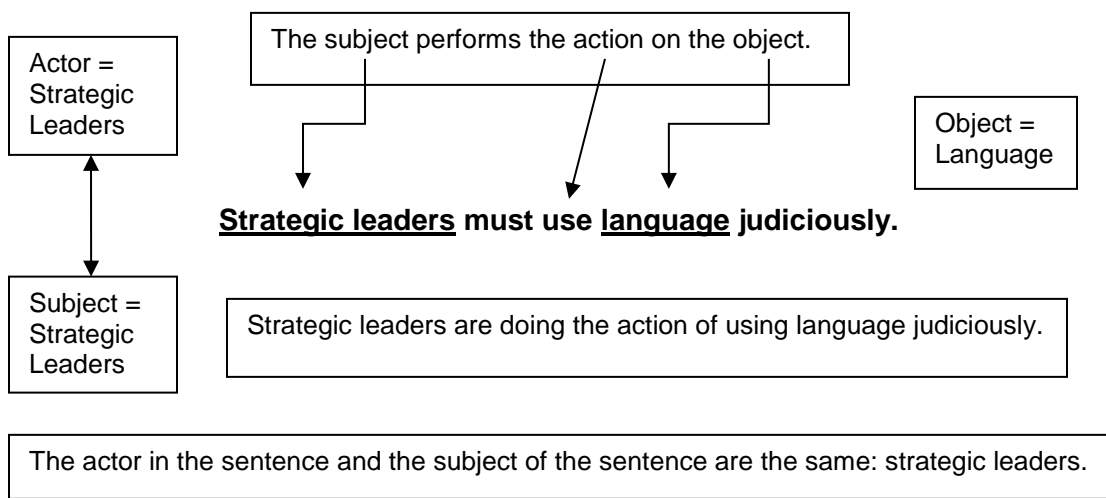
A “thesis statement” is a one or two sentence articulation of the thesis. In a book-length project, the term “thesis statement” may not be adequate as a book’s thesis usually takes more space to articulate. *The statement of the thesis must come at the beginning of the paper as it is written, but it is not known to the author at the beginning of the research process.* The thesis is a well-considered argument developed in response to a systematic and reasonably comprehensive inquiry into a particular topic area. The information discovered and the conclusions drawn during the research process inform the development of the thesis—*the thesis does not direct the research process*. Research flows from the thesis only after enough research has been done such that compelling conclusions can be drawn and an effective thesis developed. At the point of thesis development, further research is undertaken to confirm the appropriateness and validity of the thesis and to gather further supporting evidence.

A thesis partition—or essay map—frequently follows the thesis statement, providing readers with a clear indication (map) of the main points in the paper (and the order in which they are

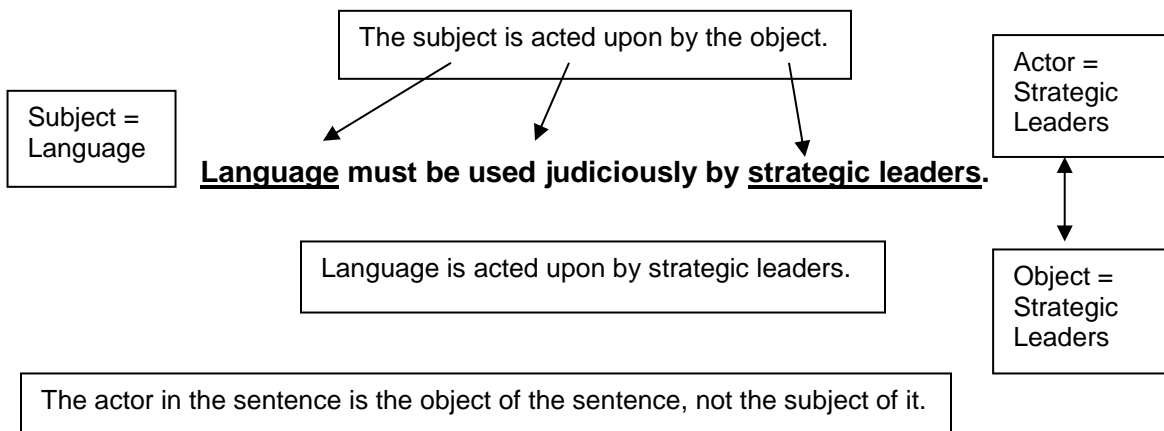
presented). In other words, the thesis partition provides the reader with a map of the route the essay will travel.

Voice (Active and Passive)

Writing by strategic leaders frequently requires a level of economy, precision, and directness greater than many other forms of writing. For that reason, USAWC faculty frequently insist upon nearly exclusive use of the active voice (as opposed to passive voice) in student papers. If the subject of the sentence is doing something (e.g., “I am writing this sentence”), the sentence is written in active voice. If the subject of the sentence is having something done to it (e.g., “This sentence is being written by me.”), then the passive voice is in play. In active voice, the form of the verb used places the subject of the sentence in the active position: the subject performs the action rather than being acted upon. As in: “Strategic leaders must use language judiciously.”



A passive construction of the sentence reads: “Language must be used judiciously by strategic leaders.” In passive voice, the subject receives the action of the object.



In the above example, the active voice form of the sentence is far superior to the passive voice form. Active voice is frequently stronger, clearer, and more economical. Students should use active voice whenever it will help them to write clear and concise sentences (which is most—but certainly not all—of the time). Writers use active and passive voice to focus attention on particular elements of a sentence. This impacts the interpretation of the larger ideas, arguments, and bodies of evidence presented in a manuscript. Being able to recognize and consciously shift between active and passive voice is fundamental to the process of bringing obedience to language and opening doors to more effective communication. The decision to use either active or passive voice in a particular sentence should always be based upon the purpose and desired impact of the sentence. Some more examples:

Effective Use of Active Voice (Focus on actor doing the action.)	Ineffective Use of Passive Voice (Focus removed from the actor.)
Eric shot the sheriff.	The sheriff was shot (by Eric).
Eric is shooting the sheriff.	The sheriff is being shot (by Eric).
Eric will shoot the sheriff at noon.	The sheriff will be shot at noon (by Eric).
The sheriff refuses to surrender.	Surrender is refused by the sheriff.
Eric killed the sheriff.	The sheriff was killed (by Eric).

Using passive voice to purposefully obfuscate serious events can be insidious. Just as the sentence, “The sheriff was killed” hides the perpetrator of the crime, as does the all too common: “Mistakes were made and lives were lost.” Who made the mistakes that resulted in loss of life? Whose life was lost? This use of passive voice attempts to avoid accepting responsibility for the mistakes and the deaths. While obfuscation may be an appealing move, it is, in general, the antithesis of responsible research and good writing.

Absolute avoidance of the passive voice is unnecessary, unproductive, and counter intuitive. No edict exists requiring the use of active voice at all costs. When used appropriately, passive voice can add to sentence strength, increase understanding, and direct reader attention to important elements that might be overlooked were active voice to be employed rigidly.

Like active voice, when used appropriately, passive voice directs attention to the part of the sentence that is most important. Some examples:

Ineffective Use of Active Voice (Focus on Unimportant Actor.)	Effective Use of Passive Voice (Focus on Important Element.)
Unknown forces destroyed the weapon.	The weapon was destroyed.
Officials at West Point buried General Custer.	General Custer was buried at West Point.
The UPS driver delivered the supplies on time.	The supplies were delivered on time.
The river flooded 17,000 homes yesterday.	17,000 homes were flooded yesterday.

Rules for Writing and Research

Academic Misconduct

Academic misconduct is any activity that compromises the academic integrity of the institution and/or subverts the educational process. Academic misconduct takes three forms: (1) Cheating, (2) Plagiarism, and (3) Fabrication.

- *Plagiarism*: taking another's words or ideas and passing them off as one's own.
- *Cheating*: intentionally using unauthorized information or inappropriate assistance during the academic process.
- *Misrepresentation*: submitting for USAWC credit a single work for more than one course or work previously prepared outside the USAWC.
- *Fabrication*: intentional falsification/invention of bogus information or references.

Sooner or later, academic dishonesty will be discovered. Examples include:

- Eric T. Poehlman, a medical professor at the University of Vermont, pled guilty to fabricating data on a half million dollar NIH grant application. He was sentenced to 366 days in prison, fined \$180,000, and barred for life from receiving federal grant money (see J. Gravois, *Chronicle of Higher Education*, March 18, 2005).
- Karl-Theodor zu Guttenburg resigned from his position as German Defense Minister after it became known that he had plagiarized portions of his doctoral dissertation. His degree from The University of Bayreuth was rescinded. He committed plagiarism in 2007. Five years later, at the apparent height of his career, his past caught up to him. No longer a popular political figure in the midst of enacting major political reforms, he is now a symbol of malfeasance and dishonor (see J. Dempsey, "[Plagiarism in Dissertation Costs German Defense Minister His Job](#)," *New York Times*, March 1, 2011.)
- At the USAWC, students have had their degrees rescinded and their names ground off the bronze plaques honoring graduates under provisions of USAWC Memorandum No. 350-7 *Disenrollment from the U.S. Army War College*.

Copyright

USAWC Student Papers

"Copyright protection . . . is not available for any work of the United States Government . . ." ([17 USC § 105](#)). Works produced by U.S. students in the Resident, Distance, and USAWC Fellowship Programs are funded by the Federal Government of the United States and are therefore not protected by copyright. If students write papers on their own time, completely of their own volition, and do not use them to fulfill any USAWC or other obligations associated with being employees of the U.S. Federal Government, then copyright of those works normally falls to the authors. Those wishing to use information gained from student papers (or the papers in their entirety) may do so, provided they follow proper reference citation procedures. Lack of copyright protection is not license for academic thievery in the form of plagiarism. Note: Some U.S. government documents contain copyrighted materials included with permission. Copyright of those materials is retained by the original author, therefore, not all government documents are free from copyright restrictions.

Use of Outside Materials in Student Projects

Students should avoid the reproduction of copyrighted materials. U.S. Government publications, including Strategy Research Projects (SRPs), Program Research Projects (PRPs), and Fellows Strategy Research Projects (FSRPs), are not protected by copyright, but nearly *all* other published and unpublished materials created after 1922 are. Generally, 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.

Whenever possible, make reference through paraphrase and complete source documentation to copyrighted materials rather than seeking to reproduce them. Exercise care when quoting source material. Extended quotes must be used sparingly and in the interest of scholarship, education, and contribution to the marketplace of ideas. If including copyrighted material is essential to a research project, copyright permissions must be obtained in accord with copyright law. "Unauthorized duplication, public performance, or public display of protected materials in any format, including electronic, is prohibited" (CBks Reg 25-96 *Copyright Permissions Policy*, paragraph 4.b.).

Library personnel will request permission for the use of copyrighted material. *Do not attempt to resolve copyright issues by yourself.* Securing copyright permission is not guaranteed and approval by the copyright owner may take as long as 12 weeks. Moreover, copyright owners do not have to grant permission to use copyrighted material, frequently charge a considerable fee, and may require a precise credit line to be included in your document.

Use of copyrighted material is not necessary for completion of the PRP. The USAWC does not pay copyright fees. If a PA requests inclusion of copyright material, he or she must arrange through the appropriate USAWC teaching department for payment..

Distribution of Documents

A paper's distribution statement determines the manner in which it is stored/referenced and the audience to which it is made available. All award-nominated student work is retained and must carry Distribution Statement A. Student work (course papers, etc.) not carrying a distribution statement is not released nor retained, but should only incorporate Distribution A materials.

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 U.S. Government agencies only. Distribution B documents contain sensitive information that, if released to the public, might have the potential to compromise some aspect of national security, personnel safety, and/or ongoing operations. Distribution B carries a Destruction Notice which applies to both classified and unclassified documents. DEP papers may not carry a Distribution B statement nor incorporate/cite Distribution B materials.

Freedom of Information Act

All student research papers produced at the USAWC are subject to the provisions of the *Freedom of Information Act* (FOIA). Through FOIA requests all student work that is retained by the institution is easily accessed by any interested party. Be advised, however, that *papers not intended for distribution may become public under certain circumstances*.

PRP Availability and Access

The USAWC makes selected PRPs available through a publicly accessible database of student work maintained by the USAWC Library.

Human Subjects Research

The USAWC follows the guidance set forth in the Department of Defense Instruction 3216.02, *Protection of Human Subjects and Adherence to Ethical Standards in DOD-Supported Research*. The USAWC Human Research Protection Program (HRPP) is an institutional program that governs the conduct of human subject research by the U.S. Army War College. The Deputy Commandant serves as the USAWC Institutional Official (IO) and the Director of Research serves as the Human Protections Administrator (HPA). The Director of Institutional Assessment serves as the Exempt Determination Officer.

- Students with an intent to interview or survey human beings for their research project (e.g., PRP), must discuss that intent with the PA. The PA must then contact the Director of Institutional Assessment. The Director will work with the student to complete the necessary forms prior to the interview or survey.
- Faculty intending to interview or survey human subjects for research must contact an Exempt Determination Officer (Director of Institutional Assessment or Deputy Director of SSI) prior to the research effort.
- Categories of review are: *Exempt, Expedited, and Full Board Review*. Expedited and Full Board Review categories must be forwarded by an Exempt Determination Officer to the U.S. Army Medical Research and Materiel Command Institutional Review Board (HQ USAMRMC IRB).

Serious or continuing non-compliance with this program by USAWC personnel will be reported directly to the USAWC HPA via phone or in person. The USAWC HPA will inform the IO in accordance with the IRB policies and procedures as well as the Surgeon General through the Army Human Research Protections Office (AHRPO) as required by 32 CFR 219.103(b)(5) and DoD Directive 3216.02. The USAWC HPA will also inform any agencies that may be sponsoring the related research work. Contact information is found on the USAWC HRPP website.

- The USAWC HPA will gather information in its investigation and deliberations. After completing their investigation, the HPA conveys its recommendation to the USAWC IO. The IO adjudicates whether an investigator has committed serious or continuing non-compliance. Investigators who commit serious or continuing non-compliance will not be allowed to conduct human subject research at USAWC and may be subject to other disciplinary action as determined by the IO.

- Serious or continuing non-compliance with this program that is attributed to systemic factors may lead to the cessation of all human subject research at USAWC until appropriate corrective measures are taken.

Non-Attribution Policy

The USAWC’s non-attribution policy guarantees that remarks and opinions expressed in privileged forums will not be publicized, quoted, or discussed outside the USAWC without the *express written permission* of the speaker. The Library maintains a file identifying restrictions each speaker placed on his or her remarks. Consult the file prior to citing a potentially privileged source. Do not cite privileged speakers or information without obtaining written permission.

Plagiarism

Plagiarism is the antithesis of integrity and responsible research. The term “plagiarism” is derived from the Latin *plagiarius*, a word suggesting kidnapping. Thus to plagiarize a work is to kidnap another’s creation—ideas, words, thoughts, etc. Once kidnapped, the plagiarist then passes off the creation—or elements thereof—as his/her own. Plagiarism is fraudulent misrepresentation—intellectual deception perpetrated on readers and those invested in the community of ideas. Plagiarism is a serious form of cheating that carries serious consequences.

“Substantiated charges of plagiarism will result in a ‘Fails to Meet Standards’ grade for the course, disenrollment from the USAWC, and potentially other forms of administrative action” (USAWC Memo 350-7).

Some examples:

- Paraphrasing another author’s work without giving proper credit to the author (e.g., incorporating the other author’s ideas into your paper in any manner that suggests that the ideas are your own when they are, in fact, derived from another source).
- Directly quoting another author’s work without giving proper credit to the author (e.g., incorporating the other author’s words into your paper in any manner that suggests that those words are your own and not a quotation).
- Copying a segment of another’s work word for word, then conveniently “forgetting” to include quotation marks, but “remembering” to cite the source.
- Using another author’s work in its entirety and presenting it as your own work (e.g., digging up an obscure article or PRP, copying it, and submitting it under your own name or purchasing a paper from another for the same purpose).
- Translating an author’s work into another language and submitting the work as your own (e.g., 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 your own).
- Taking bits and pieces of works from a variety of sources, combining them either through paraphrase or direct quotation, and claiming the ideas/words as your own (e.g., weaving together information from several different documents, adding some of your own words and ideas, and claiming both your own ideas/words and the words/ideas of others as your own).

Sometimes people plagiarize to save time or to make themselves look good (temporarily). For some plagiarists, dishonesty comes easily and fear of detection is modest or non-existent. Plagiarism is a serious offense that can ruin a person's reputation and career. In February 2008, for example, the White House was confronted with the news that Tim Goeglein, an assistant to the President, had plagiarized by presenting another person's work as his own in a guest column he "wrote" for the *Fort Wayne News-Sentinel*. Subsequently, the press learned that Goeglein had made a habit of lifting words from other writers, leaving out proper source attribution and documentation, and claiming the words as his own. He resigned from the President's staff in disgrace (See M. Abramowitz & W. Branigin, "Bush Aide Resigns over Plagiarism," *Washington Post*, Saturday, March 1 2008; A03). Plagiarism of this type is especially insidious because it is a willful attempt to deceive. In this case, Goeglein's actions damaged his reputation and violated a public trust.

The so-called "accidental" plagiarist, however, is typically a sloppy, careless writer at worst or a hapless dabbler relatively unskilled in the finer points of misrepresentation at best. Avoiding plagiarism is not difficult. 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 that have been circulated beyond classroom or personal settings. If, for example, you wrote or contributed to a government project or conducted a professional presentation, you should reference your work as you would any other work, including giving proper credit to co-authors. The sixth edition of the *Publication Manual of the American Psychological Association* (2010, 170) defines "self-plagiarism" as: "the practice of presenting one's own previously published work as though it were new."

In contrast to plagiarism, proper source citation promotes visibility and credibility, documents research skills, helps to establish analysis veracity and argument merit. Documented research is grounded research. Grounded research is the bedrock of good scholarship. Good scholarship has the potential to impact understanding of the strategic environment. Perspicuous understanding of the strategic environment enhances national security. Enhanced national security preserves freedom and democracy. The bottom line: Do not plagiarize. America needs strategic leaders to help guide her, not to undercut American values with plagiarism and deceit.

When in doubt about source documentation, ask for assistance from your PA or the Director, Communicative Arts/SSI. Improper source documentation or inadequate use of sources undermines scholarship. Plagiarism in any form can lead to professional embarrassment, personal failure, and, potentially, dismissal from the program. As a guide, one should always document when quoting materials from another and should always quote when lifting five consecutive words from a source. If you are not lifting, but are just rephrasing the ideas/material and paraphrasing in your own words, then provide an endnote. Generally speaking, one need not document knowledge that is considered common. For example, to write that U.S. involvement in WW II began in late 1941 and continued until well into 1945 would not need to be documented even if you happen to read a source noting the dates. That kind of information is considered common knowledge and there is no need to document it. If, however, for some reason you are directly quoting, word for word "that U.S. involvement in WW II began in late 1941 and continued well into 1945" then you would need to include an endnote to the quoted source. Generally, it is better to paraphrase in your own words and document the source with an endnote than to quote. Avoid lengthy quotes at every opportunity. (See [Academic Misconduct](#).) When plagiarism is suspected, the PA bears first line responsibility for examining the paper, counseling the author, and reporting the issue to higher authority, usually the Course Author/Director and the Department Chair.

Security Classification

Distance Education Program students are *required* to write unclassified papers. Writing unclassified papers contributes to public dialogue, allows research to be disseminated, and increases the possibility of publication.

Source Documentation

All good research is grounded research, rooted in the historical and/or theoretical context that surrounds and permeates the issue being investigated. By integrating ideas from multiple sources, authors bring significant ideas to the forefront of a research project and generate evidence or “good reasons” in support of a thesis, argument, or position. Referencing these sources in written or oral presentations is essential to the research process and to the development of a credible and persuasive argument. For course papers, writing projects, and speeches, students are expected to cite sources accurately and in the correct format.

Responsible documentation also entails a commitment to ground research in information gained from sources of the highest quality and integrity possible. Evaluate sources carefully prior to their use. Learn about the author, the quality of the publication outlet, the review process prior to publication, and the quality of the sources referenced. Particular care should be taken in the evaluation of on-line content. Prior to citing an on-line source, evaluate (a) authority (who wrote the material?), (b) accuracy (is this fact or opinion?), (c) currency (does this material capture contemporary thinking?) and (d) scope (does the site include references to detailed materials that can be verified?). Avoid quotidian sources such as dictionaries, encyclopedias, non-academic/non-professional web pages, or open source information databases (e.g., Wikis). They should not be relied upon as either (a) entirely accurate, or (b) worthy of supporting a substantial argument. Wikipedia, for example, may be helpful as an introductory overview of a topic or issue, but cannot provide the foundation for professional or graduate level research. One should “never cite it as an authoritative source” (Turabian, 2007, 27).

Proper source documentation entails avoiding both blatant and accidental plagiarism by:

- Referencing all information that did not come from inside the author’s own mind.
- Providing reference information for all materials used in the development of a paper, and doing so in the precise form and location required. Those reading a work must be able to verify the evidence offered while tracking the ideas presented.
- Referencing previously circulated self-authored works, and all translations of other’s works with proper citations.

Course papers, formal research documents, PRPs must adhere to the specific style of documentation detailed herein. Students need to become thoroughly familiar with this material, and to follow these guidelines consistently. Each student is responsible for properly documenting all sources used in each and every paper he/she writes. Students must know and understand documentation procedures and formats. Through practice and repetition, USAWC graduates are exceptionally well-prepared for the professional writing tasks that they will encounter as strategic leaders.

Strategic leaders who are not well versed in source documentation risk exposure to charges of sloppy research, poor information, bad judgment, and even plagiarism. Learn the material. Do not ask reference librarians, FIs, PAs or others to format source documentation. Careful review

of this Directive should answer all routine source documentation and reference format questions. If questions or special issues arise that fall outside the scope of information presented here, see (a) the Turabian Manual, (b) FI, PA, course author or other appropriate member of the faculty, (c) Reference Librarians, or (d) the Director, Communicative Arts/SSI.

Student Publication

Articles to be released to the general public must be cleared prior to submission. The purpose of the clearance process is not to inhibit public expression but to ensure accuracy while protecting classified or sensitive defense information from unauthorized, perhaps inadvertent, release. The PA and/or the FI has primary responsibility for clearing print and electronic information for public release (Distribution A).

When *significant* revision or augmentation involving the PA has been undertaken to prepare the manuscript for publication, the student is encouraged to invite the PA to become the second author on the revised document.

USAWC Citation Style Guide

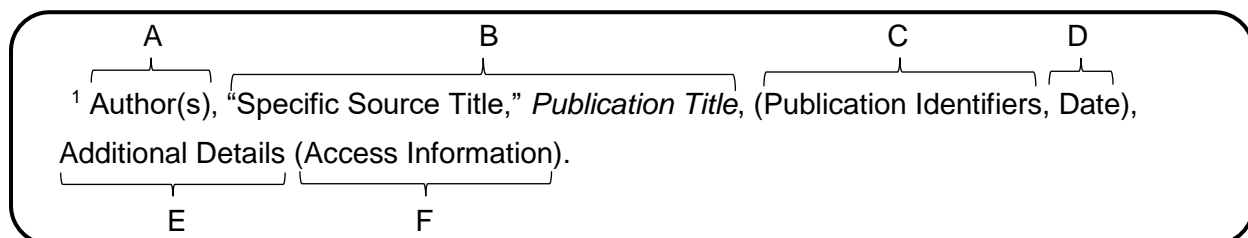
Reference citations are essential to strategic leader research and writing. *Precise source citation is required.* Unless otherwise directed, follow this style guide or strict Turabian style to properly document sources used in USAWC papers. Source citation serves a dual purpose:

1. To document the chain of ideas/words utilized in the creation of a paper.
2. To provide readers with the information necessary to locate the cited source.

Include a citation for all material used that is neither your own idea nor common knowledge.

The USAWC Endnote Format, a streamlined version of the Turabian endnote citation style, can be used to cite any source/source type. Although specific information to be included for different types of sources varies, the basic format and order of information (A → F) remains constant:

- A. Author(s)
- B. Title(s)
- C. Publication ID
- D. Date
- E. Details
- F. Access



Simply include, in the proper order, the information that is available and common for a specific source and omit that which is unavailable or superfluous; pursue clarity at every opportunity:

- The order of source details alerts readers to the type of information being provided, do not deviate from the prescribed order.
- If particular elements are not available for a specific source, omit and continue to include the information that is available in the prescribed order.
- Punctuate carefully. Each comma, capital letter, space, colon, bracket, etc. has a prescribed position to facilitate location of source material.
- Use your best judgment when unusual sources are encountered.

The USAWC Format simplifies the citation process by enabling all types of sources to be formatted without the need for a specific exemplar to copy.



Step 1: Collect Source Specifics

Gather as much of the following information as possible for each source that will (or may) be used in the project. To maximize efficiency/accuracy, collect and record source documentation specifics as encountered. Blank Source Citation Record (SCR) Forms are provided via the Communicative Arts Blackboard site. Use the SCRs to maintain accurate records during the research and writing process. If you plan to publish your paper, save your SCRs for use when meeting the formatting requirements of your targeted publication outlet (as these vary widely).

	<i>Possible Citation Elements</i>	<i>What to Collect/Record As Available in the Source (Not all sources will include all information)</i>	<i>Additional Information</i>
A	Author(s)	All authors & editors as they appear in the source <ul style="list-style-type: none"> • Full names (First Middle Last) if available • No rank/titles needed • Use "ed." or "eds." to identify editor(s) 	Editor information appears in position <ul style="list-style-type: none"> • A – if citing the work as a whole • E – if citing a portion of an edited work
B	Title(s)	All titles relevant to the source being cited. <ul style="list-style-type: none"> • Specific Source Titles: Titles for articles, chapters, episodes, video clips, blog entries, etc. • Publication Titles: Titles for books, journals, newspapers, magazines, films, Ted Talks, etc. 	Also note the type of source for future reference, especially for Internet material, government/public documents, etc.
C	Publication ID	Information unique to the source that facilitates source location and identification <ul style="list-style-type: none"> • Volume and/or Issue Numbers • Physical Location and Publisher/Organization 	Look for publication identifiers on books, journals, government documents, etc.
D	Date	The most recent date of publication or distribution <ul style="list-style-type: none"> • As identified in the source • Format: Month Day, Year 	If a source uses a season-year format, use it for the citation.
E	Details	Any additional details needed to identify, locate, and/or properly attribute the specific source. <ul style="list-style-type: none"> • Editors • Translators • Page and/or Section Numbers • URLs (Web Addresses) • Interviewer or Interviewee details • Type of Source • Secondary Source Information 	If a narrative is needed to clarify source details, record that during this stage, but the narrative will be placed in a content note in the endnotes section rather than in position E.
F	Access	For online or electronic sources, record the date of access (e.g. "accessed October 17, 2017").	The access date specifies the availability and version of the source being referenced



Step 2: Determine Type of Endnote Needed

To facilitate source documentation and presentation clarity, choose from among the four types of endnotes available: Single Source, Multiple Source, Repeated Source, and Content.

Single Source Endnotes

If you consulted one source to help you make a point, reference it in a single source endnote. Employ this format when citing a source for the first time in a manuscript.

¹ Barbara W. Tuchman, "Generalship," *Parameters* (40, no. 4, Winter 2010-11), 13.

² John Collins, *America's Small Wars: Lessons for the Future* (Washington, DC: Brassey's, 1991), 23.

³ Michael Hall, *The Blue Water Dragon: China's Emerging Aircraft Carrier Force and U.S. Responses* (Newport, RI: Naval War College, April 23, 2008), 5.

Multiple Source Endnotes

If you consulted more than one source to help you make a single point, reference them together in one endnote, listing each completely in the standard format separated by semicolons.

¹ Barbara W. Tuchman, "Generalship," *Parameters* (40, no. 4, Winter 2010-11), 13; John Collins, *America's Small Wars: Lessons for the Future* (Washington, DC: Brassey's, 1991), 23; Michael Hall, *The Blue Water Dragon: China's Emerging Aircraft Carrier Force and U.S. Responses* (Newport, RI: Naval War College, April 23, 2008), 5.

Repeated Source Endnotes

If you reference a source more than once, follow the standard format for the first use and this abbreviated form thereafter. Consecutive and non-consecutive references differ in form.

Consecutive References

- Immediately follow another reference to the same source.
- Use *Ibid* (meaning "in the same place") to duplicate exactly the previous source.
- Use *Ibid* plus page number(s) to reference a different portion of the previous source.

¹ Barbara W. Tuchman, "Generalship," *Parameters* (40, no. 4, Winter 2010-11), 13.

² *Ibid*.

³ John Collins, *America's Small Wars: Lessons for the Future* (Washington, DC: Brassey's, 1991), 23.

⁴ *Ibid.*, 75.



Non-Consecutive References

- Are separated from the previous source citation by other references.
- Include author last name, a shortened title, and page number(s) (as applicable):

¹ John Collins, *America's Small Wars: Lessons for the Future* (Washington, DC: Brassey's, 1991), 23.

² Barbara W. Tuchman, "Generalship," *Parameters* (40, no. 4, Winter 2010-11), 13.

³ Collins, *America's Small Wars*, 75.

⁴ Tuchman, "Generalship," 14.

Content Endnotes

Use content endnotes for explanatory material that, although essential, would disrupt reading flow were it to be included in the main text—as when more clarification is needed for an endnote, figure, table, data, comment, or specific argument.

- Employ sparingly—content endnotes are seldom appreciated outside legal scholarship.
- Document properly—content endnotes are held to the same exacting standard.

⁵ For background on "low intensity conflict," see John Collins, *America's Small Wars: Lessons for the Future* (Washington, DC: Brassey's, 1991), 23.

⁶ China is currently the only UN Security Council permanent member without an aircraft carrier. Michael Hall, *The Blue Water Dragon: China's Emerging Aircraft Carrier Force and U.S. Responses* (Newport, RI: Naval War College, April 23, 2008), 5.

Step 3: Create Source-Specific Placeholders

As you write, use the template to insert an endnote following text that includes information or ideas gained from another source. If needed details were recorded in *Step 1: Collect Source Specifics*, enter enough information to easily identify the source and resume writing. Do not disrupt the writing/thinking process by entering complete source documentation at this time. Wait until you are at a creative or intellectual "stopping place" to fully construct your endnotes. Content notes are the exception: often they are best constructed during the writing phase.

Step 4: Construct Complete Endnotes

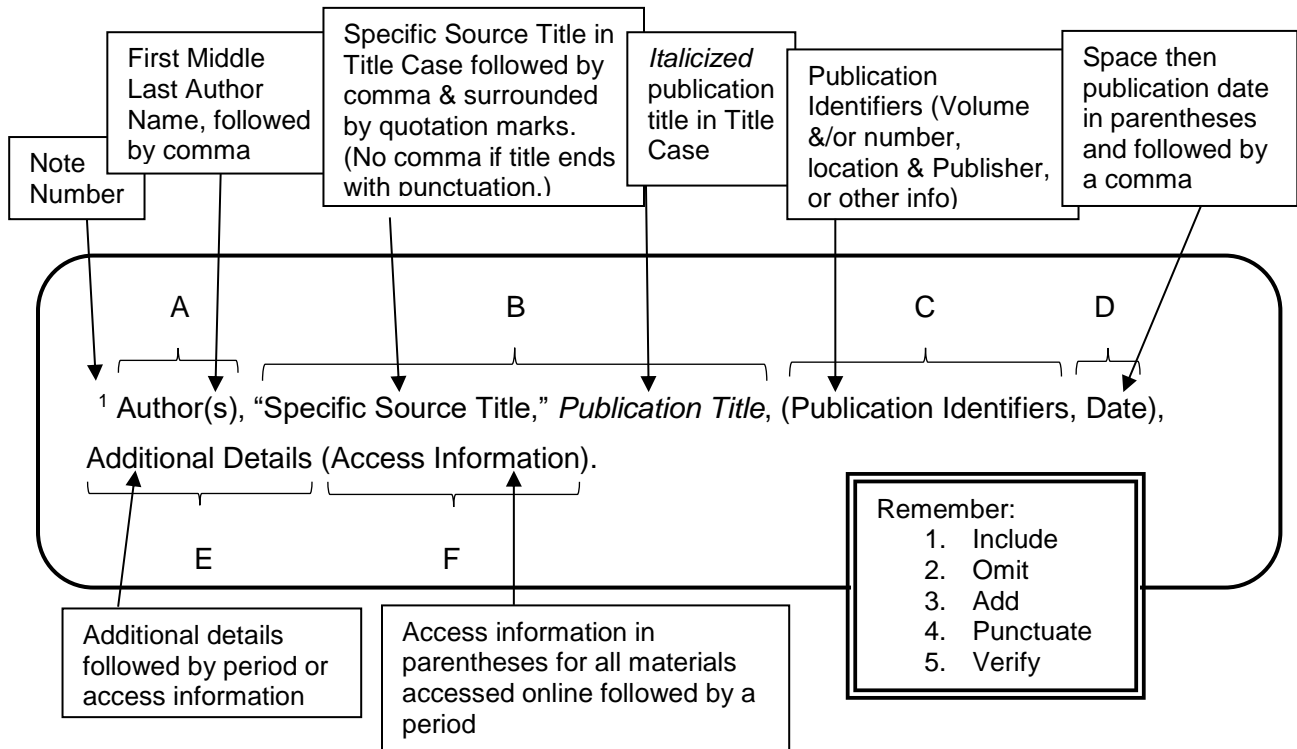
Present all information *pertinent to a given source* in the A → F order identified.

- Include all details necessary to easily locate the source.
- Omit all information either non-existent-for or irrelevant-to the given source.
- Add additional information as needed to help readers identify and locate the source.
- Punctuate carefully: without proper punctuation, meaning is lost.
- Verify information is entered correctly/completely and clearly identifies the source.

A
B
C
D
E
F

¹ Author(s), "Specific Source Title," *Publication Title*, (Publication Identifiers, Date), Additional Details (Access Information).

Endnote Formatting with Capitalization and Punctuation Explained



Endnote Construction Exemplars

Information	Example Citation Entry (A, B, C, D, E)	Explanation
A Author(s)	John Collins	Single Author
B Title(s)	<i>America's Small Wars: Lessons for the Future</i>	No Specific Source Title Publication Title (Book)
C Publication ID	Washington, DC: Brassey's	Location & Publisher
D Date	1991	Date
E Details	23	Page Number
F Access		No online access
¹ John Collins, <i>America's Small Wars: Lessons for the Future</i> (Washington, DC: Brassey's, 1991), 23.		

Information	Example Citation Entry (B, E, F)	Explanation
A Author(s)		No Specific Author
B Title(s)	<i>The United States Army Home Page</i>	No Specific Source Title Publication Title
C Publication ID		No ID Provided
D Date		No Date Provided
E Details	http://www.army.mil	URL
F Access	(accessed March 21, 2018)	Date of Last Access
² <i>The United States Army Home Page</i> , http://www.army.mil (accessed March 21, 2018).		

A
B
C
D
E
F

¹ Author(s), "Specific Source Title," *Publication Title*, (Publication Identifiers, Date), Additional Details (Access Information).

	Information	Example Citation Entry (A → F)	Explanation
A	Author(s)	Seth Cantey and Ricardo Correa	Two Authors
B	Title(s)	"Making Peace: Next Steps in Colombia"	Specific Source Title
		<i>Parameters</i>	Publication Title
C	Publication ID	47, no. 4	Volume and Number
D	Date	Winter 2017-18	Season and Date
E	Details	85-96, https://ssi.armywarcollege.edu/pubs/parameters/issues/Winter_2017-18/10_Cantey.pdf	Page numbers, Hyperlinked URL
F	Access	accessed April 2, 2018	Date of Last Use
<p>² Seth Cantey and Ricardo Correa, "Making Peace: Next Steps in Colombia," <i>Parameters</i> (47, no. 4, Winter 2017-18), 85-96, https://ssi.armywarcollege.edu/pubs/parameters/issues/Winter_2017-18/10_Cantey.pdf (accessed April 2, 2018).</p>			

Endnote Construction Specifics

Author(s) (A)

- If no author, omit. The title takes the author slot.
- List author name(s) as presented in the source (First Middle Last).
- Omit titles and degrees (President, MG, Director, Dr., Ph.D., etc.).

Author Exemplars

1. Solo Author—Provide name as it appears in the source.
¹ Sam Mosely
2. Two Authors—Connect with "and."
² Joe Mantegna and Gary Sinise
3. Three Authors—Punctuate as a series.
³ Fenner Milton, Scott Davis, and John A. Parmentola.
4. Four or More Authors—Cite only the first author, then et al.
⁴ Author 1, et al.
5. Institutional Author—List the institution as the author.
⁵ U.S. Department of the Army
6. Editor as Author—List the editor(s) followed by ed. or eds.
⁶ Robert L. Pfaltzgraff, Jr. and Richard H. Shultz, Jr., eds.

Title(s) (B)

- If no title, omit.
- Use title case for all titles, capitalizing first letters of first, last, and major words.
- Include one title if the source stands alone, two titles if it is a sub-part of a larger source.
- Connect titles with "in" if the specific source title appears in an edited book or other work.
- If a title is unclear, add identifiers as needed (e.g., add "Home Page" to a title for clarity).
- If the type of source being referenced is not obvious, you must include source type with E: Additional Details (e.g., speeches, briefings, interviews, email, blogs, memoranda).

A B C D E F
 1 Author(s), "Specific Source Title," *Publication Title*, (Publication Identifiers, Date), Additional Details (Access Information).

Title Exemplars

1. One Title—Italicize. Single-title sources include books, films/videos, NSS, QDR, etc.

America's Small Wars: Lessons for the Future
 Publication Title

2. Two Titles—Provide specific source title in quotations followed by the publication title in italics. Dual-title sources include book chapters, periodical articles, blog entries, etc.

"The Texas Congressman Behind the Amendment," *New York Times*
 Specific Source Title Publication Title

Publication Identifiers (C)

- If no publication identifiers, omit.
- Publication identifiers include information unique to a particular source or type of source (e.g., books, periodicals, government documents).
- Publication identifiers include either volume and/or issue numbers or location (physical or virtual) and/or name of publisher/organization.
- If more than one location is listed, use the one nearest to Carlisle Barracks.
- Place publication identifiers along with date of publication (D) in parentheses.

Publication Identifier Exemplars

1. Volume and/or Issue Number—Format: (Volume, no. Issue, date)
 Frequently found on journal articles (academic, professional, and military).
 Precede issue number with "no." to distinguish it from the volume number.

Both Volume and Issue #s	Volume Number Only	Issue Number Only
(40, no. 4, date) 40 = Volume Number no. 4 = Issue Number	(40, date) 40 = Volume Number	(no. 4, date) no. 4 = Issue Number

2. Physical Location and Publisher/Organization—Format: (Location: Publisher, date)
 Frequently found on books and government documents. Separate Location and Publisher with a colon. Include state abbreviation only if location is not well known.

(Carlisle Barracks, PA: U.S. Army War College, date)
 Location Publisher



Date (D)

- If no date, omit.
- Provide the date of publication, distribution, or performance referenced.
- Use the date listed by the publication.
- If more than one date is listed, use the most recent.

Date Exemplars

1. Year-Specific Publication—Published once or once-a-year
Format: Year (e.g., 2018)
2. Month-Specific Publication
Format: Month Year (e.g., June, 2018)
3. Day-Specific Publication
Format: Month, Day, Year (e.g., June 16, 2018)
4. Season-Specific Publication
Format: Season Year (e.g., Autumn 2018)
Format: Season Date Range: (e.g. Winter 2018-19)

Additional Details (E)

- If no additional details, omit.
- Provide additional details needed to identify, locate, and/or properly attribute the specific source. Additional details include editors, translators, page and/or section numbers, URLs (web addresses), interview details, type of source, secondary source information.
- If a narrative is needed for clarification of source details, add a content note at the end of the citation rather than including that information in the Additional Details section.
- If additional details require inclusion of another complete citation, connect it to the original with an explanatory phrase (e.g., "as quoted in," "see also"), using the same A → F order for each.

Additional Details Exemplars

1. Translated Work

⁷Wolfgang Leonhard, *Betrayal: The Hitler-Stalin Pact of 1939* (New York: St. Martin's Press, 1989), trans. Richard D. Bosley, 211.

E

2. Chapter in Edited Work

¹¹Max G. Manwaring, "Limited War and Conflict Control," in *Conflict Termination and Military Strategy: Coercion Persuasion, and War* (Boulder: Westview Press, 1987), ed. Steven J. Cimbala and Keith A. Dunn, 59.

E

(Note addition of "in" for clarity—see Step 5)

E



3. Secondary Source Included

¹² J. F. C. Fuller, *Grant and Lee* (Bloomington: Indiana University Press, 1957), quoted in Roger H. Nye, *The Challenge of Command* (Wayne, NJ: Avery, 1986), 28.

E

4. Source Type Included—Use when the title does not suggest the source type or for unique sources

¹⁹ Thomas E. Ricks, "FDR as a Strategic Analyst of the Balkans," *The Best Defense: Tom Ricks's Daily Take on National Security* (February 5, 2013), blog entry, http://ricks.foreignpolicy.com/posts/2013/02/05/fdr_as_a_strategic_analyst_of_the_Balkans (accessed March 5, 2013).

F

Access Information (F)

- If no access information, omit.
- Provide access date for all sources accessed digitally.
- Follow with additional access information for limited access sources (e.g., Blackboard). If a source is available with identical content via both public and limited access sources, consult and cite the public access source whenever possible.

Access Information Exemplars

1. Publicly available online access

³¹ Donald J. Trump, *National Security Strategy of the United States of America* (Washington, DC: The White House, December 2017), <https://www.whitehouse.gov/wp-content/uploads/2017/12/NSS-Final-12-18-2017-0905.pdf> (accessed January 17, 2018).

F

2. Limited access sources

¹⁷ Leon E. Panetta, "Defending the Nation from Cyber Attacks," *Address to Business Executives for National Security* (New York: October 11, 2012), video (accessed via USAWC Blackboard DE2309 course materials, October 16, 2016).

F



Step 5: Adapt to Meet Specific Needs

Occasionally clarity will require slight deviations to the A → F form. This is normal. Do not panic. Stay as true to the form as possible, but not at the expense of logic and accuracy. Some examples:

1. The USAWC's non-attribution policy requires that permission be obtained prior to using USAWC speaker information and accompanying attribution. Obtain written approval from a speaker whenever citing potentially identifying information and note the approval in the endnotes to that information, as in:

¹ Sam Mosely, *Lecture on Foreign Policy* (U.S. Army War College: Carlisle Barracks, PA, May 19, 1997), speech cited with permission of Mr. Mosely.

2. Legal references should be cited according to the rules for Basic Legal Citation. If not a legal scholar, use the following format for citing the occasional legal document (for basic information on legal citation, see: <https://www.law.cornell.edu/citation/>). Examples:

¹ U.S. Constitution, art. 2, sec. 1.

² *National Cybersecurity Protection Act of 2014 (December 18, 2014)*, Public Law 113-282, 113th Cong., 2nd sess., 128 STAT. 3066, <https://www.congress.gov/bill/113th-congress/senate-bill/2519/text/pl?overview=closed> (accessed July 3, 2017).

3. When the type of source is unclear from the title and other information provided, use E: Additional Details to add specifics and clarity. Examples:

¹ Richard B. Cheney, *Review: Calendar Year 1991 Schedule* (Washington, DC, January 22, 1992), memorandum for Secretaries of the Military Departments.

² Robert F. Parkison (May 2, 2002), e-mail message to author.

4. Occasionally, a source will easily fit the USAWC Endnote Citation Style in one of two ways. In those instances, choose the manner that best fits the source being cited as you interpret it. For example, when the specific source is clearly part of a larger group of sources, the larger group information could be included as the Publication Title or as part of E: Additional Details. *Whichever option you choose, be consistent throughout.*

Option A: Use the title of the larger group as the Publication Title, as in:

¹ Bertram B. Armstrong, "The Army Image," *Strategy Research Project* (Carlisle Barracks, PA: U.S. Army War College, April 10, 2000), 15.

Option B: Include the type of source with E: Additional Details, as in:

² Bertram B. Armstrong, *The Army Image* (Carlisle Barracks, PA: U.S. Army War College, April 10, 2000), Strategy Research Project, 15.

Both are reasonable interpretations and uses of the USAWC Endnote Citation Style.



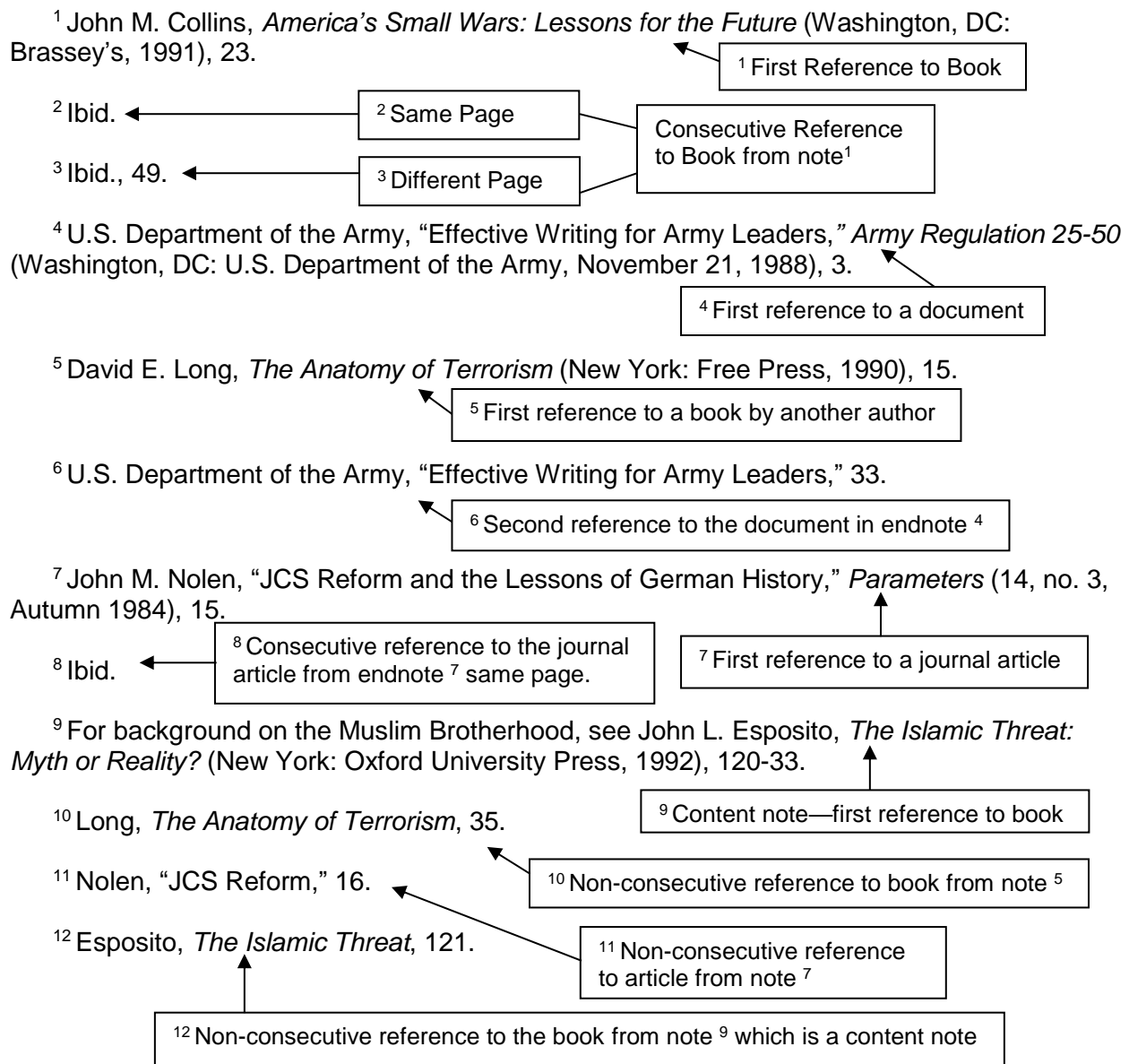
Step 6: Review the Endnote Section

Questions to ask

1. Is my endnote section clear, complete, and precise?
2. Have I accurately represented all sources utilized in the creation of my document?
3. Have I included all relevant, available information in the A → F order for each source?
4. Could an engaged reader use the information provided to locate each of my sources easily and to find the specifics referenced within those sources?

Example Endnote Section with Explanation

Endnotes



Resources for Student Writing Success

Contacts, Links, and Information

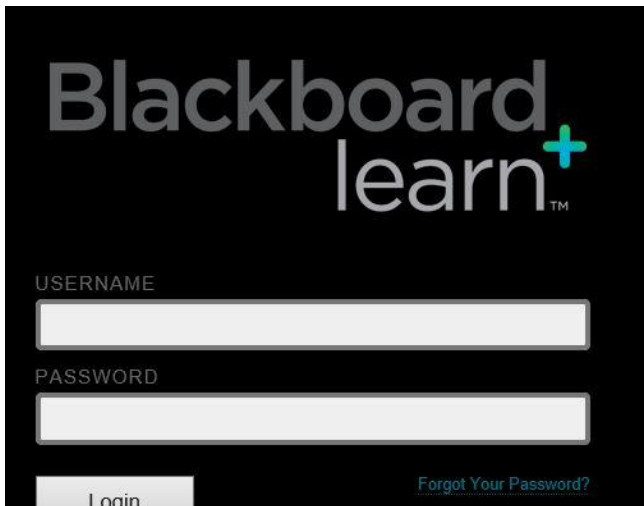
Student Publications, USAWC Press		
Root Hall B-14	717-245-4007	717-245-4568 (fax)
Editorial Assistant	Matthew Keeler	717-245-4007
Professor & Editor	Larry D. Miller, Ph.D., M.S.S.	larry.d.miller.civ@mail.mil

Communicative Arts Directive	http://ssl.armywarcollege.edu/dde/ Click on Resources	
Effective Writing Lab Online (EWLO)	https://armywarcollege.blackboard.com/	
Effective Writing Site	https://ssl.armywarcollege.edu/dde/ews/index.cfm	
Key Strategic Issues List (KSIL)	https://ssi.armywarcollege.edu/pubs/display.cfm?pubID=1363	
Purdue Online Writing Lab (OWL)	http://owl.english.purdue.edu/	
Reference Citation Style Guide	Turabian, K.L. <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i> , 8th ed. Chicago: University Chicago Press, 2013.	
Professional Reading List	http://www.ndu.edu/Libraries/ProfessionalMilitaryReadingList.aspx	
Template Assistance	Computer Education Center (CEC) Root Hall, Room B-20	717-245-4213
USAWC Library	USAWC Library, Root Hall usarmy.carlisle.awc.mbx.libraryc@mail.mil	717-245-4300

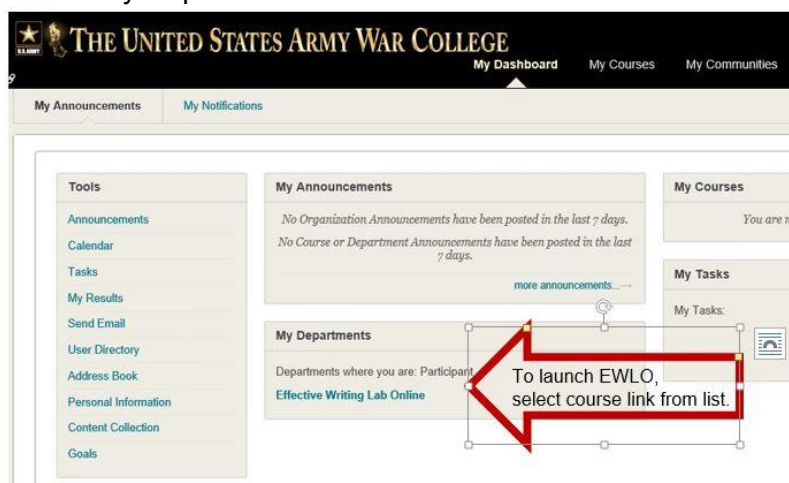
Effective Writing Lab Online (EWLO) Access

The EWLO is available to all USAWC Blackboard users interested in improving writing and research competencies. To access the EWLO:

1. Navigate to: <https://armywarcollege.blackboard.com/>
2. If you agree to the security statement, select “I agree.”
3. Enter Username and Password.



4. Your username should be your USAWC email.
5. For first time access, select the “Forgot Your Password” link to request one.
6. A reset link will be emailed to you. If you receive the reset link on an enterprise email, you will need to copy the link and paste into your browser. Only copy the link once as enterprise email will display the link twice. NOTE: Firefox or Chrome may be required depending on your security setting if using a NIPR computer.
7. Once in Blackboard, the Effective Writing Lab Online course link will appear in the list under “My Departments.” Select the link to access the course.



8. EWLO course and navigation information appear on the EWLO Home Page.

Information Paper Guidance

Information Paper

ATWC-AA
17 June 2018

SUBJECT: Use of an Information Paper

1. Purpose: To give the reader easy access to act in a clear and concise format (e.g., for use in a discussion or trip book). The format may be altered to meet a specific need. Paragraphs will contain only essential facts concerning the subject.

2. Facts:

a. Papers will be self-explanatory and will not refer to enclosures except for tabular data, charts, or photographs.

b. Prepare on plain bond paper with one-inch margins all around.

c. Papers should not exceed one page in length. They need not be signed, but must include the action officer's name and telephone number in the lower right-hand corner.

d. Avoid using acronyms and abbreviations, except for those that are familiar outside the Army (e.g., DoD).

e. Avoid using classified information when it does not contribute to understanding the issue at hand.

f. The format may be altered to meet a specific need (e.g., the paragraphs may be numbered or unnumbered; it may be constructed to serve as a talking paper).

POC's Name/Phone #

Information Paper Example

Information Paper

ATWC-AA

6 February 2019

SUBJECT: Communicative Arts Activities, Student Publications, USAWC Press, SSI

1. Student Publications consists of one Title X (Editor), one Editorial Assistant, and one part-time Contract Instructor. Communicative Arts Activities include creation and enhancement of the Communicative Arts Directive, detailing academic standards and expectations for student work, format specifications for writing the Strategy Research Project (SRP) or the Program Research Project (PRP) as per the Resident Education Program (REP) or Distance Education Programs (DEP) respectively, provide writing support to the International Fellows Office, the USAWC Fellowship Program, and the Basic Strategic Arts Program (BSAP), and the Advanced Strategic Education Program (ASEP).
2. In cooperation with the faculty, assess student facility with academic/professional writing; design and administer an Effective Writing Program and the Effective Writing Lab Online (EWLO) via Blackboard.
3. Adjudicate the Student Awards Program for REP and DEP students. Encourage and promote student efforts to advance strategic knowledge through publication, preferably in refereed outlets.
4. Administer several Directed Study and Elective options, including: AA2201 (Reading), AA2203 (Writing), and the multi-sectioned Elective SI2202 (Public Speaking for Strategic Leaders). All two credit courses.
5. Course Author for two Electives: SI2202 (Public Speaking for Strategic Leaders-REP Only), and DE2344 (Program Research Project) in the DEP.
6. Provide writing support and guidance for BSAP/ASEP. Support DEP annual orientation programs.
7. Provide writing support and assistance to the International Fellows Office Writing Instructor.
8. Superintend the formatting and administrative processing of all SRPs, selected PRPs, and most Fellows Strategy Research Projects (FSRPs).

Prepared by:

Larry D. Miller, 245-3358

Point Paper Guidance

18 July 2018

POINT PAPER

Subject: Subject Line Clearly Conveys Issue under Discussion

1. Problem: State the issue under consideration or the problem to be solved. The problem statement should provide significantly more detail than the subject line (above) and is frequently presented as or with a question or series of questions defining the issue(s).

2. Background: (1-2 brief paragraphs) Provide essential background necessary to understanding the problem or issue under consideration. Omit both common knowledge and esoteric or overly detailed background information. The background section should frame the discussion to come in such a way that the reader has the context necessary to understand the discussion without becoming burdened by the totality of background information presented in a larger, more detailed document (e.g., the SRP).

3. Discussion: (The bulk of the point paper) Present major points of the larger study/issue. Develop your position through active voice, logical organization (such that each point flows from the one prior), and consideration of the reader's perspective. Each point should be developed in one to three sentences as needed for clear, precise communication of each idea. The use of active voice and a direct, conversational (but formal) style will help the reader understand the issue accurately, follow your logic, and arrive at your recommendation. Avoid jargon.

4. Recommendation: Must flow logically from Discussion, introduce no new arguments, and be as specific as possible. Recommendations may include courses of action (including specifics as to who should implement the recommendations and how), may suggest further areas of study/investigation/inquiry, or may simply drive home the logical conclusion developed in the discussion section.

Prepared by:

Thomas L. Smith, COL, USA
G-8; 204-697-1111

POINT PAPER

Subject: United States – Peoples Republic of China (PRC) Competition over Taiwan

1. Problem: The PRC is leveraging their burgeoning military and economic power to achieve hegemony in the Indo-Pacific region particularly regarding Taiwan. They are utilizing coercive techniques, short of war, to undermine the agreed upon foundations of the US-PRC One China policy. Over the next decade, the PRC will increase the strategic costs for the U.S. to sustain the status quo of an autonomous Taiwan.

2. Background: Taiwan, also referred to as the Republic of China (ROC), has played a critical role in Sino-American foreign relations since 1947 when the Nationalist forces of Chiang Kai-shek, defeated by Mao's Communist forces on the Chinese mainland, retreated to the island. Still a politically separate government, the ROC has evolved from an autocratic style government into a democratic entity whose prosperity is underpinned by a free and open capitalistic economy. The US has underwritten ROC security requirements since their defeat by PRC forces. This policy has led to increasing competition with the PRC as they attempt to challenge and eventually replace U.S. preeminence in the Pacific.

3. Discussion:

a. PRC views Taiwan as sovereign Chinese territory and integral to their regional security strategy. Reunification of Taiwan with the PRC is a core issue (non-negotiable) and deemed inevitable. Reunification will enable the PRC to rectify one of their remaining sovereign territorial disputes. Additionally, the PRC views Taiwan as key to their security, whereby reunification would link the South China Sea (SCS) and East China Sea (ECS) allowing them to solidify their First Island Chain strategy.

b. PRC is utilizing an increasingly aggressive all-of-nation strategy, short of war, to coerce ROC towards reunification. Militarily, the PRC leverages their growing capabilities to execute aggressive military posturing towards Taiwan. They also work to isolate the ROC on the international stage by enticing states, both within and outside the Indo-Pacific, to sever diplomatic ties with the ROC and prevent their inclusion in international institutions. Despite these measures, the ROC continues to utilize its' Democratic status and economic stature to establish trade (Southbound Policy) and sustain official and unofficial diplomatic ties.

c. U.S. policies (1979 Taiwan Relations Act [TRA], 2018 Taiwan Travel Act [TTA], and 2019 National Defense Authorization Act [NDAA]) towards the ROC are aimed at sustaining the status quo of political separation from the PRC, while buttressing ROC defensive military capabilities and diplomatic standing to withstand PRC malign actions. While espousing the One China concept, the U.S. is determined to uphold the ROC's right to self-determination, thus any reunification must be mutually agreed to by ROC and PRC.

d. PRC negatively perceives U.S. policies as attempts to prevent resolution of their internal sovereign matters and elements of a PRC containment strategy. All are viewed as contrary to the One China policy espoused in the 2017 US NSS.

e. US-ROC-PRC security situation is at a tipping point. PRC's military modernization and expansion strategy will shape the East Asia regional security environment in their favor within the next decade. Their strategy will raise U.S. costs, in terms of economic and military means, to sustain the status quo of ROC autonomy.

f. U.S. possesses three potential options to address the PRC's malign intentions towards the ROC: sustain the current status quo whereby Taiwan remains an autonomous international entity with the U.S. acting as the strategic guarantor of their security; negotiate a strategic Grand Deal with the PRC where the US no longer guarantees ROC autonomy in exchange for strategic concessions from China; or maneuver to immediately recognize the ROC as an independent sovereign state buttressed by a US-ROC security treaty.

4. Recommendation: The U.S. should discard the antiquated One China policy mentioned in the 2017 NSS in favor of immediate recognition of the ROC as an independent sovereign state. The regional balance of power between the US and PRC in East Asia is at a tipping point. The military advantages the US enjoys will be degraded over the next 5-10 years as the PRC executes its' military modernization strategy. The U.S. also must leverage all elements of its' national power to garner international support for the ROC. Through a whole of government approach the US can expand the competitive space with the PRC in favor of the ROC.

Prepared by:

Jane Student, LTC, USA

Position Paper Guidance

CSWC-SSL-ACL
28 January 2019

POSITION PAPER

Subject: Subject Line Clearly Conveys Issue under Discussion

1. Purpose. To whom (must be a specific person or duty position) and for what reason.
2. Position. In one sentence or short paragraph, state your position on the issue.
3. Key Points. Briefly summarize section four, using a minimum of Key Points.
 - a. Key points should be one sentence each, and provide structure for your argument.
 - b. Key Points should stand alone and not require subordinate points.
4. Discussion.
 - a. Use this type of paper to provide rationale to support a decision or position that the reader should take. Discussion para “a” should map directly back to Key Point “a,” etc.
 - b. Use active voice and a direct, conversational style to help the reader understand the issue accurately, follow your logic, and arrive at your recommendation. Avoid jargon.
 - c. Tailor discussion to the needs and knowledge of the reader. Sub-paragraph headers such as Participants, Issues, Facts, Assumptions, Joint Staff Position, Fallback Position, etc. may be appropriate. Try to limit sub-paragraph length to six lines or less.
 - d. Do not include background information in the two pager that your reader already knows. The exception is to shape/critically integrate information into your logic flow.
 - e. Do not exceed two pages. The paper should stand on its own. For DM course, reference sections within the three- to five-page annex paper for background information, context, and detailed analysis leading to the supported position.
 - f. Against the Position. Make this your second-to-last sub-paragraph. Present opposing arguments accurately, without bias. Cover at least main opposing argument.
 - g. Rebuttals. Make this your last sub-paragraph. Summarize rebuttals to opposing arguments. Ideally, rebuttals will be well-balanced, emotion-free & reinforce the position.
5. Recommendation. Must flow logically from Key Points & Discussion, introduce no new arguments, and be specific as to “who” should implement and “how” they should do it.

Prepared by:

Thomas L. Smith, COL, USA
Thomas.l.smith.mil@mail.mil; DA G-8; 241-697-1111

POSITION PAPER

Subject: Relationship with Allies in Preparation for Operation Overlord

1. Purpose. To provide U.S. leaders with recommendations on Allied Operations during the preparation for Operation Overlord, specifically on relationships with the French, British, and in reference to the bombing campaign.

2. Position. The U.S. should recognize the French National Committee and General Charles de Gaulle's political authority to administer French territory once liberated from the Germans. Second, the Allied Expeditionary Air Force (AEAF) must prioritize cooperation between the American and British bombing forces, and subordinate elements must strictly adhere to that prioritization.

3. Key Points.

a. Intelligence leaders report the French population widely supports General Charles De Gaulle and the National Committee that he leads. The National Committee represents the idea of a fighting France and can unite post-war France until elections are held. Further, Allied Supreme Command's imposition of an Anglo-American military government immediately after liberation would likely insult much of the French population and potentially contribute to greater instability.

b. Fears of civil war between the supporters of de Gaulle and the Vichy regime are largely unfounded and de Gaulle's prestige in France has grown enormously in the last few months. Despite his difficult personality and overt arrogance, he is the obvious choice and delays in supporting de Gaulle could strengthen the pro-Russian sentiments among the French.

c. The headquarters of the Supreme Commander in Europe is an integrated command with high-ranking British officers in each of the major staff elements. The cooperation between Allied officers, particularly the British senior officers serving on the SHAEF staff, has been excellent and serves as a model of how an Allied command should function. The loyalty of these British officers is clearly to the Allied cause without prioritization of their own country's military desires.

d. There is confusion and inconsistency in the bombing campaign. Strict prioritization of air efforts by the AEAF is essential. Operational efficiency testing indicates that Operation CROSSBOW targets (V1 and V2 launch sites) are more effectively targeted by minimum-altitude fighters dropping greater than 1000-pound bombs. Heavy bombers should primarily support Operation POINTBLANK.

4. Discussion.

a. While the leaders of the French National Committee are often arrogant and offensive in their supposition of equality in political and military affairs to the Americans and British, the National Committee has the support of the French people and are the best hope for a stable, democratic government in France after the German occupation.

b. The Headquarters of the Supreme Commander is a high performing organization because of the seamless integration of British and American officers. Despite regular pleas from subordinate commanders for favoritism to proposals that benefit their own country's forces, officers remain impartial and committed foremost to the Allied cause.

c. The AEF must issue clear guidance on priorities for the bombing campaign between major operations: POINTBLANK (Combined Bomber Offensive (CBO), CROSSBOW (V1 and V2 launch sites), and support to the ground invasion force. The AEF should also direct utilization of the best aircraft for each mission based upon lessons learned in testing and combat operations.

5. Recommendation.

a. The U.S. leadership (military and political) should recognize the French National Committee and General Charles de Gaulle's political authority to administer French territory once liberated from the Germans.

b. Priority for the air campaign during Preliminary (I) and Preparatory (II) phases will be Operation POINTBLANK, Operation CROSSBOW, and then interdiction support for the Operation OVERLORD landings. During the Assault (III) phase priority will shift to interdiction and close air support for ground forces. During the Build-up (IV) priority will shift back to Operation POINTBLANK with the interdiction campaign also receiving a generous allotment of sorties to protect the Allied lodgment from counterattacking formations. Subordinate commanders will focus heavy bombers on Operation POINTBLANK, while minimum-altitude fighters will focus efforts on Operation Crossbow.

6. References

a. Malcolm Pill, "Montgomery and Eisenhower's British Officers," *British Journal for Military History*, 4 (July 2018), pp. 81-106.

b. Mario Rossi, "United States Military Authorities and Free France, 1942-1944," *Journal of Military History*, 61 (January 1997), pp. 49-64.

c. Wesley Frank Craven and James Lea Cate, eds., *The Army Air Forces in World War II*; vol. 3, *Europe: Argument to V-E Day* (Washington, D.C.: Office of Air Force History, 1983), pp. 84-106.

Prepared by:

Thomas W. Spahr, LTC, U.S. Army

Forum Response Example

Secretary Gates enjoyed great success upon entering office, due in part to his high level of organizational awareness. His continued success was undermined, however, by his inability to evoke inspirational leadership—particularly his lack of a clear, well-articulated vision for the Defense Department and the military branches.

An inspiring leader must develop and articulate a shared sense of vision (Goleman, et al., 2013, 39 & 255-56), and Gates did not successfully do this. While he was a “good soldier” in helping carry out administration policies (Boot, Sep. 2011, 38), he did not sufficiently propound his own vision—to the President, Congress, the public, or the military itself—of the military’s future role in a manner sufficient to withstand crippling across-the-board spending cuts. (Boot, Sep. 2011, 37-38) This was especially apparent in the lack of a vision for what the Army’s role and structure would look like in future years. (Boot, Sep. 2011, 41; Finel, Sep. 2011, <http://armedforcesjournal.com/the-failed-secretary/>)

Gates’s inability to inspire based on a shared vision ultimately contributed to the willingness of Congress, the President, and the public to impose drastic, indiscriminate cuts on defense spending. Had Gates been able to clearly articulate a vision for the future of the military, and gained buy-in to that vision, he could have shown the necessity for consistent funding, or at least enabled policymakers to make targeted cuts that would not impact future readiness so drastically. Instead, with no coherent vision to propound, it appears Gates was unable to galvanize key players into collaborating on a more thoughtful approach to committing resources, and he permitted the services to fall victim to the across-the-board slashing that continues to threaten readiness.

Mr. Gates lacked the inspirational competency required to provide the necessary strategic vision for the Department of Defense. He started out strong by holding senior leaders accountable for their agencies’ mismanagements, cutting through red tape to expedite the production of the MRAP and UAV for the warfighter, and collaborating successfully with the Department of State on host of issues in support of President Obama’s foreign policies. (Boot, 2011, 37)

Mr. Gates, however, faltered overall as Secretary of Defense since he mainly focused on the current wars. (Finel, 2011, 1) He failed to provide mid-term and long-term strategic visions for the Department of Defense in order to deter and fight a new set of future adversaries such as China and Russia. Thus, Mr. Gates left the Defense Department strategically “weakened and in disarray.” (Ibid) He clearly lacked the inspirational competency to provide a strategic vision.

Brief Course Paper Example

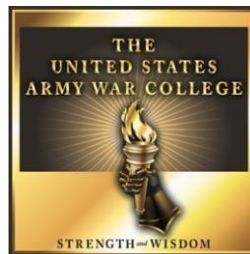
The following course paper serves as a model with regard to content, style, and format. The paper has been annotated with labels identifying elements essential to the construction of an effective paper. (Note: The margins have been adjusted to accommodate add-on text boxes with informative label identifiers.) The paper was written in 2013 for DE 2301: Strategic Leadership in response to the assigned question:

Evaluate Eisenhower's ability to lead organizational change and transition in his strategic environment. In your evaluation, analyze how well Eisenhower accomplished the following tasks: (1) developed a strategic vision for his force, (2) shaped the organization's culture to be an innovative, agile, and ethical joint interagency, intergovernmental, multinational command, and (3) communicated his goals and intent inside and outside his organization. Draw your examples from Part VI of Carlo D'Este's *Eisenhower: A Soldier's Life* (New York: Holt, 2002), (500 words +/- 10%).

USAWC DEPARTMENT OF DISTANCE EDUCATION

Author:	Author Name
Course:	DE 2301: Strategic Leadership
Requirement:	3
Word Count:	490

05 February 2013



The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The views expressed in this student academic research paper are those of the author and do not reflect the official policy or position of the Department of the Army, Department of Defense, or the United States Government.

U.S. Army War College
CARLISLE BARRACKS, PENNSYLVANIA 17013

General Eisenhower was a transactional leader who lacked strategic vision, but nevertheless he shaped an ethical multinational culture and masterfully communicated organizational goals and intent. His lack of experience led others to fill the vacuum of strategic leadership.

Short introduction containing a thesis. About 10% of total word count.
Thesis - Transactional leader, lacking strategic vision, but shaped multinational ethnic culture and masterfully communicated goals and intent.

Strategic vision requires an objective and a plan to get there (strategy)¹ and transformational leaders “influence people to buy into a new vision and new possibilities.”² By contrast, transactional leaders depend on existing structures to efficiently manage the networking of power.³ Although Eisenhower had a clear objective (defeat of Axis), he depended completely “on the staff bureaucracy” for his decisions.⁴ While the “bureaucratic behemoth” engendered top-level analysis-paralysis, his force commanders, with competing interests, ran the show.⁵ Eisenhower made no important decisions in Operation Husky “until Montgomery did him the favor of initiating a solution.”⁶ Even after Operations Torch and Husky gave him reasons to mistrust his planners, he refused to upset the “committee system,” which led to near disaster at Salerno.⁷ While strategic vision is often developed as a collaborative effort, leaders perform a critical role in integrating and guiding the process.⁸ Eisenhower failed to guide the process of fashioning a strategic vision.

Assertion - Strategic vision requires an objective, a plan, and influence

Evidence supporting assertion - Eisenhower did not have strategic vision.

Analysis supporting assertion - Eisenhower failed to guide the strategic vision process.

Eisenhower led organizational change through a culture of low power distance (LPD) and de-emphasizing the importance of position power.⁹ He disliked special treatment, mingled with common soldiers,

Assertion - Culture of low power distance.

stood up for them when shortchanged, and opened up for them majestic Italian villas previously reserved for top brass.¹⁰ Through personal example, Eisenhower shaped an ethical joint intergovernmental culture. He also extended his LPD preference to command relationships—he considered the “viewpoints of the nationalities” and preferred solving problems “through reasoning rather than by merely issuing commands.”¹¹ His preferred method was to reach consensus before taking action, a preference that is inherently LPD and transactional in nature.

Evidence supporting LPD assertion

Analysis linking LPD evidence to the assertion & to the overall thesis.

The de-emphasis of command authority allowed for severe dissension. Inter-allied squabbling reached a peak during the Patton-Coningham incident, which Eisenhower was powerless to control.¹² Tensions, conflicts, and errors, arguably inevitable given the culturally diverse amalgam under his command, were potentially controllable with stronger leadership.¹³ However, the proper mix of top-driven leadership versus bottom-fed input is necessarily an intricate balancing act. Eisenhower erred on the side of bottom-fed input because of command inexperience, but made up for it by being the “best politician among the military men.”¹⁴

Assertion

Evidence supporting dissension assertion.

Analysis linking evidence to assertion.

Eisenhower was a master communicator of organizational goals. He understood “effects-based” strategic communication and presented an impeccable image of control.¹⁵ To him, maintaining civilian morale was a commander’s duty, and his actions in the Patton slapping episode and BBC reporting confirm his skill in shaping media commentary.

Assertion

Evidence supporting the master communicator assertion.

Analysis linking evidence to assertion.

In conclusion, Eisenhower was a transactional consensus builder. His over-emphasis on consensus sometimes produced a lack of top-down strategic vision and led to inter-allied conflict. Nevertheless, he shaped an ethical joint culture through personal example and cultural sensitivity. He compensated for command inexperience by being a masterful politician and communicator of organizational goals.

Conclusion.
Restates thesis.
Emphasizes
proof of thesis.
Provides final
hard sell of
thesis.

Endnotes

¹ Glenda Y. Nogami, *What is This Thing Called Strategic Vision?* (Carlisle Barracks, PA: U.S. Army War College, 1994), 137.

² Bruce A. Tucker and Robert F. Russell, "The Influence of a Transformational Leader," *Journal of Leadership & Organizational Studies* (10, no. 4, Spring 2004), 103.

³ Ibid.

⁴ D'Este, *Eisenhower*, 423.

⁵ Ibid., 381.

⁶ Ibid., 423.

⁷ Ibid., 447-453.

⁸ Stephen J. Gerras, ed., *Strategic Leadership Primer* (Carlisle Barracks, PA: U.S. Army War College, 2010), 23.

⁹ Stephen J. Gerras, Leonard Wong, and Charles D. Allen, *Organizational Culture: Applying a Hybrid Model to the U.S. Army* (Carlisle Barracks, PA: U.S. Army War College, 2008), 14. "Power distance is the degree to which members of an organization expect power to be distributed equally. If power distance is high, those in a position of authority expect, and receive, obedience—the organization is based on hierarchical decision-making processes with limited one-way participation and communication."

¹⁰ Ibid., 369, 469.

¹¹ Ibid., 418.

¹² Ibid., 401.

¹³ Richard D. White, *Managing the Diverse Organization: The Imperative for a New Multicultural Paradigm* (Baton Rouge: Louisiana State University, 1999), 480.

¹⁴ Ibid., 467.

¹⁵ Rebecca M. Wriggle, *Strategic Leader as Strategic Communicator* (Carlisle Barracks, PA: U.S. Army War College, 2010), Strategy Research Project, 8.

Longer Course Paper Example

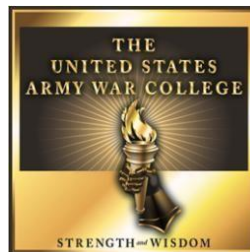
The following course paper serves as a model with regard to content, style, and format. The paper was written in 2009 for DE 2205 *Regional Issues and Interests* in response to the assigned question:

One of the principal challenges to U.S. interests in the Americas continues to be narcotics trafficking. First, identify the specific characteristics of narcotics trafficking in the region, and explain how it affects U.S. national interests. Second, examine the impact of narcotics trafficking in Colombia and Mexico, two of the larger and more important nations in the region. Third, evaluate the successes and failures of U.S. strategy in Colombia as implemented by Plan Colombia and its follow-on policy, the Andean Counter-drug Initiative (ACI). Finally, examine the Merida Initiative for Mexico, which has been compared to Plan Colombia, and assess its likelihood of successfully combating narcotics trafficking in Mexico. (2250 words +/- 10%)

USAWC DEPARTMENT OF DISTANCE EDUCATION

Author:	Author Name
Course:	DE 2205 Regional Issues and Interests
Requirement:	5
Word Count:	2444

4 March 2009



The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The views expressed in this student academic research paper are those of the author and do not reflect the official policy or position of the Department of the Army, Department of Defense, or the United States Government.

U.S. Army War College
CARLISLE BARRACKS, PENNSYLVANIA 17013

The entrance of illicit narcotics into the United States, largely through the southern border, has become an increasingly serious domestic problem since the mid-to-late 1960s. Increased narcotics trafficking, coupled with Transnational Criminal Organizations (TCOs) and associated violence, has elevated the problem to near crisis proportions jeopardizing U.S. national interests and regional security.¹

This paper identifies the major characteristics of narcotics trafficking between Colombia, Mexico, and the United States and explains how it affects U.S. national interests. In addition, the impact of narcotics trafficking activities, particularly in Colombia and Mexico, will be examined. Colombia is the prime source for the cocaine entering the U.S., and Mexico, with whom we share a 1969 mile-long border, is the primary conduit. The essay also evaluates the successes and failures of Plan Colombia and the Andean Counter-drug Initiative (ACI) as strategic efforts to redress the problem as well as the Merida Initiative which seeks to combat narcotics trafficking in Mexico.

While primary concern lies with the major characteristics of narcotics trafficking within Latin America broadly conceived,² illicit activity across sovereign borders is fundamentally motivated by the desire for money and power, where “power” refers to “the capacity to direct the decisions and actions of others.”³ Illegal drug activity represents a world-wide 400 billion dollar a year industry with the U.S. contributing an estimated \$60 billion in annual sales.⁴ Over 22 “million Americans aged 12 and older . . . were classified” as substance dependent in 2004⁵ and an estimated “13 million Americans still buy illicit drugs on a regular basis.”⁶ The economic cost associated with drug abuse within the U.S probably exceeds \$110 billion annually.⁷ Human costs associated with crime, disease, addiction and death are quite real, yet difficult to

meaningfully quantify. These unfortunate statistics and patterns exist notwithstanding President Richard Nixon's 1972 "War on Drugs" and the 1986 National Security Directive No. 221 wherein President Ronald Reagan elevated drug enforcement to a national security priority. Michael Shifter recently observed that despite a tenfold increase in expenditures by the U.S. government to combat drug trafficking in Latin America over the past 25 years, ". . . drug prices have fallen and the drug market remains remarkably robust."⁸ Moreover, and the latest bad news: coca and cocaine production in the Andean region set a new record in 2007.⁹

What then are the major characteristics of illicit narcotics trafficking in Latin America and how does it impact U.S. national interests? Two related, but somewhat separate collections of elements warrant consideration. The first has to do with the antecedent circumstances that constitute what can be characterized as "fertile ground" for drug lords and TCOs while the second entails consideration of the operant activities and characteristics of the traffickers themselves and their organizations.

Trafficking in illicit narcotics can be profitable and potentially attractive when numerous factors come together either by design or happenstance. Assuming a climate and geography capable of sustaining product cultivation at very low cost, illicit drug entrepreneurs require poverty, i.e., access to very poor people (preferably those facing extreme poverty or those susceptible to threats and violence, or who may actually be drug addicted themselves). Narcotics traffickers will favor and seek to exploit weak civil societies accustomed to rampant government corruption, wherein they have the ability to corrupt or, more brutally, simply eliminate government officials as needed (as is suggested by the infamous question "silver (plata) or lead (plomo)?"). Drug cartels are

inclined to seek and take control of ungoverned areas and insure that they remain that way. Further, illicit narcotic traffickers require access to assorted personnel (often youth or youth gangs) and equipment/materials (chemicals and arms) with which to process the product while protecting it from possible intruders. And finally, illicit traffickers seek to move freely about the country while exploiting legitimate channels of commerce as conduits through which to transport drugs to market. Smuggling and concealment are frequently aided by access to conventional traffic avenues and modes of trade, especially so when the destination country contains a relatively large population that is similar in language and/or appearance.¹⁰

In addition to fertile ground, illicit narcotics trafficking is characterized by well organized and well armed groups who routinely use violence, corruption, extortion, kidnappings and terror tactics with virtual impunity to protect their product, expand their influence, and secure markets while generally advancing their ends. Narcotics' trafficking in Colombia continues to fund and enable three major illegally armed groups: FARC, ELN and AUC. While some, such as the Revolutionary Armed Forces of Colombia (FARC), can trace their genesis to a political foundation "as the military wing of the Colombian Communist Party,"¹¹ the larger and present day reality is that lure of profit through criminal activity has displaced any ideologically driven political agenda that may have once existed. While the primary destination for the illicit narcotics lies outside state borders, the jockeying for territory, control, and freedom of movement within Latin American countries demonstrates "a direct relationship between drugs and the criminal violence that has skyrocketed in country after country"¹² to such a degree that elected leaders frequently are unable to provide fundamental security for either

citizens or officials. In the case of FARC, for example, Colombian President Alvaro Uribe was able to leverage the events of 9/11 in the United States so as to realign U.S. funds (earmarked for drug crop fumigation and drug interdiction through Plan Colombia) to “train an elite squadron of Colombian counterinsurgency troops” to enhance security under the umbrella of a new “narco-terror calculus.”¹³

Mexico, a major drug producer in its own right (particularly heroin, marijuana, and methamphetamine), is also the primary transit route through which 70 to 90 percent of illicit drugs enter the U.S.¹⁴ Like Colombia, Mexico is characterized by cartels, gangs and drug trafficking organizations whose members and affiliates are fully capable of and well schooled in violence, corruption, kidnapping, extortion and murder. Three of the seven major cartels (Sinaloa, Juarez, and Valencia) have formed a cooperative and mutually beneficial alliance dubbed “The Federation.”¹⁵ Mexican cartels tend to mirror organized crime syndicates as they maintain over 40 subordinate cells throughout the U.S. to distribute drugs while cultivating relationships with prison and street gangs already operating in the U.S.¹⁶ In addition to importing drugs into the U.S., Mexican cartels have been linked to arms trafficking, auto theft and kidnapping as they smuggle profits back into Mexico.¹⁷

Illicit narcotics’ trafficking and associated activities by ungoverned non-state actors operating principally from within the borders of sovereign states, especially those proximate to the U.S., constitutes a significant threat to U.S. national interests. National interests, commonly categorized as (1) defense of the homeland, (2) economic prosperity, (3) promotion of values and (4) favorable world order, constitute “perceived needs and aspirations” while simultaneously expressing “desired end states.”¹⁸ The

most vital U.S. national interest continues to be the prevention, deterrence, and reduction of the likelihood of a nuclear, biological, or chemical weapons attack on the U.S. population. It seems somewhat unlikely, however, that dedicated narcotics traffickers would intentionally inflict massive destruction on their highly profitable U.S. market. Yet, illicit narcotics trafficking and associated violence creates and operates in an environment that readily accommodates non-state actors committed to inflicting massive damage to the U.S. citizenry. Thus, tolerance of the seedbed and larger environment in which drug trafficking organizations thrive constitutes an open invitation to politically motivated terrorist activity. In fact, areas of Latin America and the Caribbean basin are considered “highly likely bases for future terrorist threats.”¹⁹ Second, the undermining of struggling Latin American democracies (i.e., those with minimal functional democratic infrastructures such as courts, schools, markets, medical facilities, etc.) by uncontrolled, unregulated and increasingly powerful transnational drug organizations threatens to drain limited resources while continuing to fracture the degree of regional stability that presently exists thus damaging U.S. interests in through maintaining stable and democratic governments throughout the region. Globalization and the nurturance of mutually beneficial economic interdependencies throughout the region ought to help maintain a favorable regional order while strengthening economic prosperity—two exceedingly important U.S. interests. Unfortunately, however, addressing those interests will become considerably more challenging due to continued widespread poverty throughout the region, personal security challenges in many areas, crime, increasingly powerful drug lords, and growing political drift by important nation-states. This unfortunate litany of challenges occurs while U.S. resources are largely

channeled to support operations in the Middle-East.²⁰ While economic development is an important U.S. interest with regard to Latin America, the simple reality is that the “illicit drug trade has a substantial negative impact on all aspects of development.”²¹ Finally, the U.S. must continue to promote and support human rights initiatives and the rule of law at every opportunity. A troublesome paradox is afoot with regard to human rights issues, however. On the one hand military authorities throughout Latin America have improved, albeit not perfect, records in the area of human rights violations (fewer violations)²² yet illicit narcotics trafficking continues to prosper and does so in the wake of more frequent and violent assassinations, torture, beheadings, and even human killings in the name of sport.²³

Given multinational concern over the flow of illicit drugs from Colombia and Mexico into the United States, an accord was initiated in 1999. Plan Colombia was the brainchild of former Colombian President Andres Pastrana. The six year plan sought to “end the country’s 40-year old armed conflict, eliminate drug trafficking, and promote economic and social development.”²⁴ Originally the plan was to be financed to some degree by the international community, although the U.S. has been and continues to be the primary external supporter through the Andean Counterdrug Initiative (ACI). While the two parties have made some adjustments over time—most particularly authorization to divert funds from eradication and interdiction to support for Colombia’s security forces—the primary U.S. objective has been to stem the flow of illegal drugs while promoting peace and economic development in the region.²⁵ Colombia’s primary objectives include promoting peace, economic development, and increased security

with tacit recognition that success in attaining the primary objectives is inherently intertwined with the ability to deal effectively with drug traffickers.²⁶

Documentation of progress is almost always difficult and subject to interpretation. The case, however, was made that the drug flow was being interdicted to a measurable extent and the drug crops eradicated via both aerial fumigation and manual removal. Aerial fumigation has an environmental down side as the sprayed substance may damage the soil, other crops or possibly compromise the health of farmers and others who might be exposed.²⁷ Other indicators of success through 2004 included enhanced and more visible security, reduced kidnappings, lower rates of homicide, and fewer massacres. Generally, curtailing activities by the three major armed groups in the country was less successful, but there was allegedly some partial success in bringing about a demobilization of the rightist paramilitary group the United Self-Defense Forces of Colombia and in reducing the ranks of leftist Revolutionary Armed Forces of Colombia (FARC). Curiously, reports on internally displaced persons (IDP) were conflicting with government reports showing a decrease (37%) while at least one human rights group claimed a 39% increase. There was evidence of increased economic confidence which tended to parallel improved security and evidence of diminished corruption and enhanced sensitivity to the rule of law and human rights.²⁸

The March 2008 report "Improving Policy and Reducing Harm" by the International Crisis Group reiterates and reinforces many of the claims and findings noted in the January 2006 "Plan Colombia: A Progress Report" by the Congressional Research Service (CRS). Yet, there is at least one difference of concern. The CRS report does not provide any information on Colombian efforts to substitute coca

eradication with alternative crop possibilities for peasant farmers. Thus, while the coca crop may be successfully destroyed, the peasants are either left with no prospects or those prospects simply go unrecorded, which is to say not valued. A program to periodically pay families to keep their land clear of coca crops, as noted in the International Crisis Group report, is modestly innovative, but will fail as a long term corrective.²⁹

On balance Plan Colombia has achieved its objectives, but more so for the Colombians than for the U.S. The U.S. focus was on eradication and interdiction and while there is compelling evidence of both effort and success, the bottom line is that addressable aspects of the root cause of the drug cultivation problem, i.e., the economic aspects, have not been well or meaningfully attended. What the U.S. has requested and helped to accomplish comes much closer to simply “muddying up the coca stream” when what we need is a comprehensive and humane effort to assist in “diverting and re-channeling the waters.”

Anne Patterson, the Former Ambassador to Colombia, provided a comprehensive and detailed history of Plan Colombia and associated progress.³⁰ She recognized problems, acknowledged shortcomings and raised concerns, but overall was positive about what had been accomplished and what was possible in the foreseeable future. There is reason to be guardedly optimistic that the next six year plan, “Strategy for Strengthening Democracy and Promoting Social Development,” will be more successful, primarily because the U.S. task has been characterized as “working with Colombia” as the country assumes greater responsibility for the counternarcotics program.

The Merida Initiative was prompted by the illicit drug trafficking and violence along the U.S. – Mexican border and the desire by both countries to enhance their respective domestic law enforcement efforts. The arrangement, as proposed, is largely bilateral and intended to facilitate “regional cooperation that addresses transnational crime,” primarily related to trafficking in illicit drug and arms.³¹ The Initiative has been likened to Plan Colombia, although Mexico does not harbor large left and right wing insurgent groups. Mexican President Felipe Calderon has made law and order a very high priority and his administration plans to spend 7 billion dollars on law enforcement in the next few years.³² In major respects the “heavily armed, narco-border” problem is fully shared. The U.S. brings the “demand side” of the drug equation while serving as the “supply side” of the weapons equation. Officials in Mexico estimate that nearly 90 percent of the guns they confiscate originate in the U.S.³³ No data are available at this time regarding implementation of the Initiative. The initiative seems to be ill conceived or at least under articulated. Addressing the drug trafficking problem seems to be largely viewed in terms of equipment and enforcement protocols. Drugs and weapons are very real and they are closely interconnected. Yet just how this proposal will be implemented remains unclear. The U.S. has an opportunity to work with a close neighbor in addressing a shared concern. That this effort is likely to be successful and mutually beneficial seems highly improbable at this time.

Endnotes

¹ Max G. Manwaring, *A Contemporary Challenge to State Sovereignty: Gangs and Other Illicit Transnational Criminal Organizations in Central America, El Salvador, Mexico, Jamaica, and Brazil* (Carlisle Barracks, PA: U.S. Army War College, 2007).

² Mexico is within North America and Colombia lies in South America. COL Alberto Mejia of the Colombian Army, USAWC International Fellow, Class of 2008, advised that “Latin America”

is largely a U.S. linguistic construction that “no one from ‘Latin America’ uses,” but is generally understood as an overly stereotypic way of referring to the many groups, people and sovereign states that lie to the south of the U.S. border.

³ Charles W. Freeman, Jr., as quoted by Gabriel Marcella, “National Security and the Interagency Process,” in *U.S. Army War College Guide to National Security Policy and Strategy*, 2nd ed., J. Boone Bartholomees, Jr., ed. (Carlisle Barracks, PA: U.S. Army War College, June 2006).

⁴ See Diane Leduc and James Lee, *Illegal Drugs and Drug Trafficking* (February 2003), <http://www.lop.parl.gc.ca/content/lop/researchpublications/bp435-e.htm#12tx> (accessed April 23, 2008).

⁵ “Colombia: Economy,” *Infoplease* (2012), <http://www.infoplease.com/ce6/world/A0857441.html> (accessed April 23, 2008).

⁶ Leduc and Lee, “Illegal Drugs.”

⁷ *Ibid.*

⁸ Michael Shifter, “Latin America’s Drug Problem,” *Current History* (106, February 2007), 58.

⁹ International Crisis Group, “Latin American Drugs I: Losing the Fight,” *Latin America Report N°25* (March 14, 2008), Executive Summary.

¹⁰ Peter Reuter, “Can Production and Trafficking of Illicit Drugs be Reduced or Merely Shifted?” *Policy Research Working Paper 4564* (Washington, DC: World Bank Development Research Group, March 2008).

¹¹ Connie Veillette, “Colombia: Issues for Congress,” *CRS Report for Congress* (Washington, DC: Congressional Research Service, January 4, 2006), 3. FARC is the largest and oldest guerrilla insurgency in Colombia. The other two major groups, both involved in narcotics trafficking, are the National Liberation Army (ELN) and the United Self-Defense Forces of Colombia (AUC).

¹² See Shifter, “Latin America’s Drug Problem.”

¹³ Michael Bustamante and Sebastian Chaskel, “Colombian’s Precarious Progress,” *Current History* (107, February 2008), 78.

¹⁴ Shifter, “Latin America’s Drug Problem,” 106.

¹⁵ The Tijuana cartel and the Gulf cartel have also formed an alliance which, somewhat ironically, occurred while the respective leaders of the organizations were serving time in prison. See Colleen W. Cook, “Mexico’s Drug Cartels,” *CRS Report for Congress* (Washington, DC: Congressional Research Service, October 16, 2007), 1.

¹⁶ *Ibid.*, 5-6.

¹⁷ *Ibid.*, 6.

¹⁸ See H. Richard Yarger and George F. Barber, *The U.S. Army War College Methodology for Determining Interests and Levels of Intensity* (Carlisle Barracks, PA: U.S. Army War College, 1997), Adapted from Department of National Security and Strategy, Directive Course 2: *War, National Policy & Strategy*, 118-125.

¹⁹ Jim Stavridis, "We're All in this Together," *American Quarterly* (1, Fall 2007), 35.

²⁰ Ibid.

²¹ See Leduc and Lee, "Illegal Drugs," 9.

²² Connie Veillette, "Plan Colombia: A Progress Report," *CRS Report for Congress* (Washington, DC: Congressional Research Service, January 11, 2006), 12-13.

²³ Alex Crowthers, Strategic Studies Institute, also commented on the improving human rights violation record (fewer military violations throughout the region). See Manwaring, *A Contemporary Challenge*, 23-33 for elaboration on TCO violence in Mexico.

²⁴ Veillette, "Plan Colombia: A Progress Report," 1. The initial plan expired at the end of 2005. The 2007-2013 six year plan is titled: Strategy for Strengthening Democracy and Promoting Social Development.

²⁵ Ibid., 2.

²⁶ Ibid.

²⁷ Ibid., 6-7.

²⁸ Ibid., 12-13.

²⁹ International Crisis Group, "Latin American Drugs II: Losing the Fight," *Latin America Report N°25* (March 14, 2008), 17.

³⁰ Anne W. Patterson, *Counternarcotics Strategy in Colombia* (Washington, DC: U.S. Department of State, April 24, 2007), Testimony before the House Foreign Affairs Committee Subcommittee on the Western Hemisphere, <http://www.state.gov/p/inl/rls/rm/83654.htm> (accessed April 23, 2008).

³¹ U.S. Department of State, *Joint Statement on the Merida Initiative: A New Paradigm for Security Cooperation* (October 22, 2007), <http://www.state.gov/r/pa/prs/ps/2007/oct/93817.htm> (accessed April 13, 2008).

³² "Just Don't Call it Plan Mexico," *Economist Online* (October 25, 2007), http://www.economist.com/PrinterFriendly.cfm?story_id=10024653 (accessed April 24, 2008).

³³ WOLA: Washington Office on Latin America, *The Merida Initiative and Citizen Security in Mexico and America* (March 19, 2008), <https://www.wola.org/2008/03/the-merida-initiative-and-citizen-security-in-mexico-and-central-america/> (accessed April 24, 2008).