

Military Science (MLSC) 401: The Army Officer

Room 412

Mondays / Wednesday 1300-1430 Lab W 1500-1700

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Course Description

This is an academically challenging course where you will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and final exam. You will be assessed on the execution of a mission during a classroom PE, Leadership Lab, or during a Leader Training Exercise (LTX). You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your cadre, PMS and other MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation Report (COER). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills. At the conclusion of this course, you will be able to plan, coordinate, navigate, motivate and lead a platoon in future operational environments. Successful completion of this course will assist in preparing you for your BOLC B course, a mandatory requirement for commissioning.

Course Purpose/Promise

This course will prepare Cadets for BOLC B and duties and responsibilities as a junior officer at their first unit of assignment. This course, along with MLSC 4302 in the spring semester refines and ultimately completes the Cadet-to-Commissioned Officer transition. Therefore, the purpose of this course is to continue the study of leadership and Army doctrine related to the six Army Learning Areas. This course will develop small unit leaders who possess the skills, knowledge, Army Values, and Warrior Ethos required for a Profession of Arms. Through collaborative discussion this course will improve critical thinking and learning skills required for future Army Officers.

Course Design

This course is designed to be student-centric with the onus of learning on the student, facilitated by the instructor. Class will be conducted in an interactive manner with ample opportunities for small group discussions and practical exercises. Everyone will be responsible for contributing to the success of the learning experience. Army Officers are expected to be life-long learners who take responsibility and personal initiative for their learning. Refer to Appendix A and B for detailed information on course design related to the Army Learning Areas and learning outcomes.

Course Objectives

This course has specific learning objectives for the six Army Learning Area's listed below.

The Army Profession

- Live honorably and build trust

Professional Competence

- Demonstrate intellectual, military and physical competence

Adaptability

- Think critically and creatively, make sound and timely decisions

Teamwork

- Develop, lead and inspire
- Communicate and interact effectively

Lifelong Learning and Comprehensive Fitness

- Pursue excellence and continue to grow

Comprehensive Fitness

- Seek balance, be resilient and demonstrate a strong and winning spirit

Required Text/Publications

<http://www.apd.army.mil/>

- Army Doctrine Publications (ADP)
- Army Doctrine Reference Publications (ADRP)
- Field Manuals (FM)
- Leader Guide (LG)
- Army Regulations (AR)
- Training Circulars (TC)
- Other Resources

<https://rotc.blackboard.com/webapps/portal/frameset.jsp>

- Cadet eBook
- Cadet Character Development Strategy (CCLDS)

See Appendix D for list of all applicable publications.

MLSC 4301 Course Requirements

In order for us to be successful you must properly complete your pre-class assignments to gain a better understanding of the foundation of each subject, participate as an active learner in class discussions and activities, and complete all course assignments. To evaluate your progress in reaching the learning objectives and to provide feedback on your learning, I will look at the following items:

Class reading requirements are contained in Appendix C.

Rubrics are contained in Appendix E.

Evaluation and Grading.

Lesson Assessments (Papers/Projects)	40%
Class Participation	20%
Quizzes	10%
Midterm	10%
APFT	10%
Final	10%

Class Participation. You are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussion, sharing personal perspectives and experiences related to principles discussed in class or reading, working with fellow students to engage in class exercises, and leading lab exercises.

Note: Contracted Cadets are required to participate in all ROTC activities as stated in their contract. Participation in the Fall LTX while not graded is mandatory. Students who do not participate will be required to write a 5 page essay on training management.

Training Management Memorandum. Write a two-page memorandum for record outlining your training management philosophy. Length will vary but ensure it is formatted in accordance with AR 25-50, *Preparing and Managing Correspondence*. Your memorandum should address the following:

- 1) Principles of Training
- 2) The Eight-Step Training Model
- 3) Risk Management
- 4) Applicable References

Mission Command Case Study (Information Briefing). As a future officer, you will be required by your superior to present briefings. As a way to prepare you for the future requirements and assist with public speaking skills, Cadets will be assigned a mission command case study to research and present an Information Brief. This brief will follow the format contained in FM 5-0, *Commanders and Staff Organization and Operations*, 5 May, 2014, Chapter 7, Military Briefings.

Present a 20 minute information brief on a mission command case study.

Mid-Term Exam. A take home mid-term exam is given to assess your knowledge achieved during the first half of the semester as well as your ability to reference material from Army doctrine. The mid-term exam is due at the beginning of class on 13 October. The midterm is worth 10%.

Final Exam. A take home cumulative final exam is given to assess your knowledge achieved throughout the semester as well as your ability to reference material from Army doctrine. The final exam will consist of true/false, multiple choice and fill in the blank. The final exam is due on 6 December to afford maximum time to focus on your other exams during finals week. Questions will come from readings, lectures and class discussion. The final exam is worth 10%.

Physical Training. As a future officer, you are expected to set the example for physical fitness according to Army regulations. Your participation in morning physical training is mandatory. To receive an excused absence you must notify me NLT 24 hours prior to PT. Participation during/for PT will not count towards your final grade. If you are running late and/or cannot make the PT formation, call/ text me prior to the start of PT.

You will be required to take a diagnostic APFT at the beginning of the fall semester and a for-record APFT at the end of the semester. The higher of the two APFTs will be used for 10% of your final grade. The grading will be as follows:

290-300 = 10 pts
270-289 = 9 pts
250-269 = 8 pts
230-249 = 7 pts
229-248 = 6 pts
228-180 = 5 pts
179 and below = 0 pts

Quizzes. 10 unannounced quizzes will take place throughout the semester to reinforce learning objectives. Quizzes will be completed in class or at the discretion of the instructor be assigned as a take-home assignment. Take-home quizzes will be turned in at the beginning of the next class. Quizzes are worth 10% of your final grade.

Papers and Directed Learning Assessments. I will assign various papers and other learning assessment projects throughout the semester. Expect to complete several post-class writing assignments. These assignments will be discussed on different dates throughout the semester. The written assignments will be graded on content, grammar and punctuation. These will account for 40% of your final grade.

Every attempt will be made to offer adequate written assessments in explaining evaluations. ***All late papers and assignments will receive a 10% reduction in grade per day. Army Officers do not have the option not to complete a task, therefore you will turn in every assignment regardless of the grade (even if it is a zero).***

Grade distribution and Performance Definitions:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Policies and Procedures

Policy on Attendance. Due to the collaborative nature of the course, the interrelated sequence of activities and the significance to your career as an Army Officer, Cadets are required to attend all classes and labs. Cadets will obtain prior approval from the Professor of Military Science for absences due to special circumstances (i.e., illness, family emergencies, etc.). Cadets will submit a memorandum for record for all class and lab absences. The memorandum is due no later than one week from the absence. The memorandum will address the following: explanation of why the Cadet missed class, reflection the absence related to an Army Value(s) and how you will apply missed lesson material to your career as an Army Officer.

Note: Contracted Cadets are required to participate in all ROTC activities as stated in their contract. Students auditing this class or not yet contracted are encouraged but not required to participate in ROTC activities outside of the classroom.

Uniforms and Appearance. You are expected to wear the ACU (Army Combat Uniform) or OCP (Operational Camouflage Pattern) to all class and labs unless directed by the Professor of Military Science or the Commandant. Adhere to Army Regulation 670-1 and associated ALARACT messages with regard to uniforms and appearance changes.

Academic Affairs Service Statement. Texas A&M faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement. Texas A&M holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- honoring Texas A&M core values.
- upholding high standards of habit and behavior.
- maintaining excellence through class attendance and punctuality.
- preparing for active participation in all learning experiences.
- putting forth their best individual effort.
- continually improving as independent learners.
- engaging in extracurricular opportunities that encourage personal and academic growth.
- reflecting critically upon feedback and applying these lessons to meet future challenges.

Academic Affairs Service Statement. Texas A&M faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Civility. Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face to face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior

Academic Integrity. Texas A&M core values are excellence, integrity, leadership, loyalty, respect, and selfless service. Central to these values is integrity, which is maintaining a high standard of personal and scholarly conduct. Academic integrity represents the choice to uphold ethical responsibility for one's learning within the academic community, regardless of audience or situation. **Bottom-line: "Do not lie, cheat, steal, or tolerate those who do!"**

Student Safety and Title IX. You are in college to achieve academic success, but you must feel safe and take care of yourself to reach your full potential. You have the right to pursue your education in a safe environment. Title IX makes it clear that violence and harassment based on sex and gender are civil rights offenses subject to accountability. ***If you or someone you know has been harassed or assaulted, there is help and support on campus.*** You may seek assistance confidentially through the Student Counseling Center or the Student Health Center. You may also make a report to the campus Title IX coordinator, which may trigger a university investigation (not a criminal investigation). Additionally, you may pursue criminal charges through the university police department. If the assault occurred away from campus, UPD can assist you in connecting with the appropriate law enforcement agency.

Inappropriate Relations. To ensure consistent and standardized protections are established, DoD has issued guidance prohibiting inappropriate relations between recruiters and recruits, and between trainers providing entry-level training and trainees (see Annex A - DoDI 1304.33, [Protecting Against Inappropriate Relations During Recruiting and Entry-Level Training](#)). US Army Cadet Command (USACC) personnel will treat each applicant and each Cadet/trainee with dignity and respect as they pursue their aspirations of serving in the military. Inappropriate relationships and prohibited activities between applicants and recruiters and between Cadre providing entry-level training and Cadets/trainees will not be tolerated.

Religious Accommodation. The Army places a high value on the rights of its Soldiers to observe tenets of their respective religions or to observe no religion at all. The Army will approve requests for accommodation of religious practices unless accommodation will have an adverse impact on unit readiness, individual readiness, unit cohesion, morale, good order, discipline, safety, and/or health.

Requests for religious accommodation generally fall into five major areas:

- Worship practices.
- Dietary practices.
- Medical practices.
- Wear and appearance of the uniform.
- Grooming practices.

For more information please refer to AR 600-20, Army Command Policy, 6 November 2014, Chapter 5, paragraph 5-6.

On-line Conduct. As members of the Army Team, our individual actions and interactions, on and off duty, online and offline reflect on the Army and our values. Every Soldier and Army Civilian is responsible to uphold the Army standards and values; applying all aspects into our lives. This includes our online conduct when communicating with any form of electronic media.

Any type of online misconduct such as; harassment, bullying, hazing, stalking, discrimination, or retaliation that undermines the dignity and respect of another individual, is not consistent with Army Values, will NOT be condoned and subject to criminal, disciplinary, and/or administrative action.

It is every individuals' (Soldier, Army Civilian, contractor, and Family member) duty to understand the laws and regulations pertaining to Online Conduct. It is every leader's responsibility to enforce those laws and regulations pertaining to Online Conduct.

For more information please refer to AR 600-20, Army Command Policy, para 1-4, 4-19 and Chapter 7 and AR 600-100.

Character Development. Throughout the year, your individual performance will be evaluated against required MSLIII-MSLIV course end states and developmental outcomes. This evaluation is the PMSs' assessment of your performance against the Army Leadership Requirements Model (ALRM) rubric of performance indicators. The ALRM Rubric is in ANNEX B of the Cadet Character Leader Development Strategy (CCLDS).

The CCLDS Assessment Rubric results are documented using the Assessment Rubric Observation Tool (AROT). The AROT assesses Curriculum and Cadet Summer Training (CST (Cadet Initial Entry Training (CIET) and Cadet leader Course (CLC)) prescribed content in meeting the Basic Officer Leader Course (BOLC A) Common Core Task List (CCTL) tasks and Army leadership development components described in the ALRM.

Each Cadet is responsible and expected to attain (know and do) the respective requirements for each MSL Level. The tasks are grouped into the ALRM Attributes and Competencies.

Appendix A Army Learning Areas

MLSC 4301, The Army Officer course lessons and learning outcomes are developed from the six Army Learning Areas in order to better prepare Cadets for BOLC B and duties and responsibilities as a junior officer at their first unit of assignment.

The Army Profession (Live honorably and build trust):

This learning area defines, explains, and begins to demonstrate how trust is the bedrock of the Army as a profession. Classes will expose Cadets to the five essential characteristics of the Army profession and describe honorable service in terms of the seven Army values and Warrior Ethos. The following classes are taught within the Army Profession learning area.

MLSC401-L02	Commander and Staff Organization and Operations
MLSC401-L15	Equal Opportunity
MLSC401-L16	SHARP
MLSC401-L17	The Army as a Profession
MLSC401-L18	The Officer as a Moral Exemplar
MLSC401-L19	Army Leader Ethics
MLSC401-L25	Law of Land Warfare and Rules of Engagement (ROE)
MLSC401-L26	The Uniform Code of Military Justice (UCMJ)
MLSC401-L27	Administrative Discipline and Separation

Professional Competence (Demonstrate intellectual, military and physical competence):

This learning area will define, explain, and begin to demonstrate military expertise and certification of Army professionals. It will also demonstrate the link between troop leading procedures and the military decision making process to training management and apply risk management within the Army's training management system.

MLSC401-L03	Training Units and Developing Leaders
MLSC401-L05	Unit Training Management
MLSC401-L06	Training Meeting
MLSC401-L08	Risk Management
MLSC401-L07	Assessing Unit Training
MLSC401-L09	Decisive Action Training Environment

Adaptability (Think critically and creatively, make sound and timely decisions):

This learning area will focus on how an officer creates a leadership climate which encourages subordinate initiative at the tactical level and the willingness to act autonomously within Commander's intent.

MLSC401-L04	Military Decision Making Process
MLSC401-L10	Mission Command
MLSC401-L11	Mission Command Case Study 1 and 2

Teamwork (Develop, lead, and inspire and communicate and interact effectively):

This learning area will identify and apply the fundamentals of effective communication and demonstrate the ability to influence others through interpersonal skills. Classes will explain the importance of leading by example through character and presence. Classes will inculcate cultural self-awareness and understand and the impact of culture on military operations.

MLSC401-L12	Developing Others (Counseling)
MLSC401-L13	Officer Evaluation Report (OER)
MLSC401-L14	NCO Evaluation Report (NCOER)
MLSC401-L24	Cultural Awareness and Cultural Property Protection
MLSC401-L30	Cultural Property Protection Practical Exercise
MLSC401-L28a	Civil-Military Relations
MLSC401-L28b	Media Relations

Lifelong Learning (Pursue excellence and continue to grow):

This learning area places emphasis on the value of lifelong learning to individual and organizational success. The following classes will focus Cadets on their existing learning skills while investigating new learning skills.

MLSC401-L22	Officer Career Planning
MLSC401-L23	Leader Self-Development
MLSC401-L21b	Personal Financial Management

Comprehensive Fitness (Seek balance, be resilient and demonstrate a strong/winning spirit):
This learning area focuses on applying resiliency skills and recognizing core competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement. The second class will explain how the five dimensions of Comprehensive Soldier Fitness (CSF) relate to combat readiness.

MLSC401-L20a	Being Ready and Resilient (R2C)
MLSC401-L20b	Comprehensive Soldier and Family Fitness (CSF2)
MLSC401-L21a	Individual and Family Readiness

Appendix B

Learning Outcomes

The Army Profession (Live honorably and build trust):

- Identify and describe staff organization, duties, and responsibilities
- Categorize duties of coordinating, special, and personal staff officer positions
- List and describe planning horizons
- Describe the importance and imperative to develop others
- Determine the possible barriers and restrictions officers “may” face in trying to establish a leader development counseling program in their unit
- Determine and apply the mechanics of coaching and counseling subordinates and the techniques and tools to needed observe their performance and provide feedback
- Describe the Army’s Equal Opportunity Program as it relates to the Army Values, Warrior Ethos, and Soldier’s Creed
- Determine the behaviors and actions that violate and support the Army’s Equal Opportunity Program
- Apply the future Leader’s responsibilities within the Army’s Equal Opportunity (EO) Complaint Process
- Describe the importance of the SHARP Program and how it relates to the Army Values, Warrior Ethos, and Soldier’s Creed
- Determine the behaviors and actions that violate and support the Army’s SHARP Program
- Apply the individual Soldier’s and future Leader’s responsibilities within the Army’s SHARP incident/complaint process
- Describe the Army as a Profession to include membership in the profession, essential characteristics, and certification criteria for Army Professionals
- Given a framework for professions, assess whether the Army is truly a profession
- Define and discuss the Army Professional Military Ethic (PME) and assess the impact of historical experience, legal, and moral traditions on the development of a PME
- Explain why morally well founded officers are essential to the Army profession and Nation, and why officers must seek to live as moral exemplars
- Describe the importance of Army Leader Ethics and its application to every action a Warrior Leader takes
- Describe the necessity of diligently maintaining ethical conduct and the relationship between character and the Army Leader Ethics
- Examine the Principles of the Law of War
- Interpret Elements Affecting Standing Rules of Engagement (SROE) and Standing Rules for the Use of Force (SRUF)
- Analyze the Limitations and Levels of Standing Rules for the Use of Force (SRUF)
- Describe the concept of military justice, the judicial punishment system (court martial), and three types of court martials
- Identify the common officer roles and responsibilities related to punitive law and the Soldier’s rights under Article 31(b)

Professional Competence (Demonstrate intellectual, military and physical competence):

- Summarize the three training domains used in the Leader Development Model
- Analyze the Commander's role in Unit Training through the activities of understand, visualize, describe, direct, lead and assess
- Identify and discuss the eleven principles of Unit Training and the seven principles of Leader Development
- Define the four phases of the Unit Training (Plan, Prepare, Execute, Assess)
- Analyze each of the four phases and their application in the Unit Training Process
- Communicate the correlation of MDMP and TLPs in concert with Unit Training
- Define the purpose and function of training meetings
- Analyze the four goals of a training meeting
- Conclude individual roles and responsibilities during the course of a training meeting
- Define and Discuss Risk Management
- Discuss the five guiding principles of Risk Management
- Apply the Five - Step Risk Management Process to a situation
- Apply DD Form 2977 (Deliberate Risk Assessment Worksheet) to a situation
- Define and Discuss Individual and Collective Training
- Discuss the 11 Army Principles of Unit Training
- Describe the seven Army Principles of Leader Development
- Apply the Army Principles of Unit Training and Leader Development to a written article
- Define and Discuss the Decisive Action Training Environment (DATE)
- Identify the Army's three major Combat Training Centers for DATE
- Describe the Concept of Operations of the Army's three major Combat Training Centers for DATE
- Discuss how Soldiers and Units progress from home station training to participation in a DATE exercise by engaging with an experienced leader
- Describe the purpose of administrative discipline and the Soldier's due process
- Describe types of administrative discharges
- Apply the concepts of administrative discipline and separations

Adaptability (Think critically and creatively, make sound and timely decisions):

- Define and describe the Military Decision Making Process (MDMP)
- List the Seven Steps of the MDMP Process
- Differentiate and relate Inputs and Outputs of MDMP Steps
- Analyze the Philosophy of Mission Command as a Warfighter Function
- Apply the Six Principles of Mission Command to Small Unit Operations
- Evaluate a combat commander's performance during an historical battle using the Six Principles of Mission Command
- Evaluate combat decisions of leaders during an historic battle using the philosophy of Mission Command

Teamwork (Develop, lead, and inspire and communicate and interact effectively):

- Describe the importance and imperative to develop others
- Determine the possible barriers and restrictions officers “may” face in trying to establish a leader development counseling program in their unit
- Determine and apply the mechanics of coaching and counseling subordinates and the techniques and tools to needed observe their performance and provide feedback
- Describe the importance and imperative to develop others
- Determine the possible barriers and restrictions officers “may” face in trying to establish a leader development counseling program in their unit
- Determine and apply the mechanics of coaching and counseling subordinates and the techniques and tools to needed observe their performance and provide feedback
- Identify and discuss the levels and components of culture
- Examine how culture impacts military operations
- Describe the types of cultural property
- Interpret the rules and laws governing the protection of cultural property
- Analyze the impact of cultural property protection on military operations
- Analyze and apply the principles of Cultural Property Protection to a historical/cultural site
- Distinguish between civil-military relations and civilian control
- Understand the Armed Forces’ roles in providing expert military advice to civilian leaders
- Recognize characteristics of the media
- Identify guidelines for media interaction
- Analyze social media content and conduct

Lifelong Learning (Pursue excellence and continue to grow):

- Analyze and describe the characteristics and elements of the Officer Professional Management System (OPMS) and its significance in their own careers
- Interpret the importance of knowing and developing a career plan advancing their professional military officer development goals
- Analyze personal strengths and weaknesses in your own leadership abilities
- Develop goals that broaden leadership abilities and prepare leaders for greater challenges
- Explore methods of self-development through training and education opportunities
- Describe and Define Financial Planning
- Define and Understand basic Investment and Insurance Terms
- Apply Compound Interest tables (lump or monthly sum) to a situation
- Describe the Cost of Procrastination in Investing and apply to a situation

Comprehensive Fitness (Seek balance, be resilient and demonstrate a strong/winning spirit):

- Describe and Discuss what the Army’s Ready and Resilient (R2C) program is
- Define and Discuss the terms Ready and Resilient
- Describe the three components of the Ready and Resilient Program
- How does an Army leader contribute to the Ready and Resilient Program

- Review and Summarize the Vision, and Mission of the Army's Comprehensive Soldier & Family Fitness(CSF2) Program (CSF2)
- Identify and Explain the five Dimensions of CSF2 and how they relate to readiness
- Explain and Discuss the three main Components of the CSF2 program
- Review the History of the Army Community Service (ACS)
- Identify and Discuss the Mission of the ACS
- Understand Programs and Resources available to Leaders to ensure readiness of Soldiers and their Families in their first units

Appendix C

Week	DATE	EVENT	INSTRUCTOR
1	28 Aug	Course Overview	CPT Soto
	31 Aug	Commander and Staff Organization and Operations / Labs	CPT Soto
2	03 Sep	No Class	CPT Soto
	07 Sep	Conduct Training Meetings / Labs	CPT Soto
3	10 Sep	Military Decision Making Process	CPT Soto
	14 Sep	Unit Training Management / Labs	CPT Soto
4	17 Sep	Training Units & Developing Leaders	CPT Soto
	21 Sep	Assessing Unit Training / Labs	CPT Soto
5	24 Sep	Risk Management	CPT Soto
	28 Sep	Decisive Action Training Environment / Labs	CPT Soto
6	01 Oct	Mission Command	CPT Soto
	05 Oct	Mission Command Case Study 1 & 2 / Labs	CPT Soto
7	08 Oct	Developing Others (Counseling)	CPT Soto
	12 Oct	Officer Evaluation Report (OER) / Labs	CPT Soto
8	15 Oct	Lesson NCO Evaluation Report (NCOER)	CPT Soto
	19 Oct	Equal Opportunity / Labs	CPT Soto
9	22 Oct	SHARP	CPT Soto
	26 Oct	Suicide Prevention Program / Labs	CPT Soto
10	29 Oct	Mid Term	CPT Soto
	02 Nov	The Army as a Profession / Labs	CPT Soto
11	05 Nov	Army Leader Ethics / Administrative Discipline and Separation	CPT Soto
	09 Nov	Law of Land Warfare & Rules of Engagement (ROE) / Labs	CPT Soto
12	12 Nov	Ethical Decision Vignette Ordinary Soldiers	CPT Soto
	16 Nov	Civil-Military Relations & Media Relations / Labs	CPT Soto
13	19 Nov	Media Relations / Awards	CPT Soto
	23 Nov	Comprehensive Soldier & Family Fitness (CSF2) / Labs	CPT Soto
14	26 Nov	Individual & Family Readiness	CPT Soto
	30 Nov	Officer Career Planning / Labs	CPT Soto
15	03 Dec	Leader Self-Development / The Uniform Code of Military Justice (UCMJ)	CPT Soto
	07 Dec	Personal Financial Management / Labs	CPT Soto
16	10 Dec	Cross Cultural Competency / Cross Cultural Competency PE	CPT Soto
	12 Dec	Final Exam	CPT Soto
	14 Dec	Final Exam Turn in	CPT Soto

Note: Changes may be made to the course outline or requirements as needed.
Additional reading assignments will be posted to the ROTC Blackboard.

Appendix D
Master Reference List

NOTE: The reference list below **Is Not** all inclusive for MSCL 4301. It is provided as a guidance for research and assignments.

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
ADP 1	The Army	17 Sep 2012	w/chg 2, 6 Aug 2013
ADP 2-0	Intelligence	31 Aug 2012	
ADP 3-0	Unified Land Operations	16 May 2012	
ADP 3-07	Stability	31 Aug 2012	w/ch1, 25 Feb 2013
ADP 3-09	Fires	31 Aug 2012	w/ch1, 25 Feb 2013
ADP 3-28	Defense Support of Civil Authorities	14 Jun 2013	
ADP 3-37	Protection	28 Feb 2013	w/ch1, 28 Feb 2013
ADP 3-90	Offense and Defense	31 Aug 2012	
ADP 4-0	Sustainment	31 July 2012	
ADP 5-0	The Operations Process	17 May 2012	
ADP 5-0.1	Commander and Staff Officers Guide	14 Sep 2012	
ADP 6-0	Mission Command	Mar 2012	w/chg 2, Mar 2014
ADP 6-22	Army Leadership	1 Aug 2012	w/ch1, 10 Sep 2012
ADP 7-0	Training Units and Leaders	23 Aug 2012	
ADRP 1	The Army Profession	14 Jun 2013	
ADRP 1-02	Operational Terms and Military Symbols	02 Feb 2015	
ADRP 2-0	Intelligence	31 Aug 2012	
ADRP 3-0	Unified Land Operations	16 May 2012	
ADRP 3-07	Stability	31 Aug 2012	w/ch1, 25 Feb 2013
ADRP 3-09	Fires	31 Aug 2012	w/ch1, 25 Feb 2013
ADRP 3-28	Defense Support of Civil Authorities	14 June 2013	
ADRP 3-37	Protection	28 Feb 2013	w/ch1, 28 Feb 2013
ADRP 3-90	Offense and Defense	31 Aug 2012	
ADRP 4-0	Sustainment	31 July 2012	
ADRP 5-0	The Operations Process	17 May 2012	
ADRP 5-0.1	Commander and Staff Officers Guide	14 Sep 2012	
ADRP 6-0	Mission Command	17 May 2012	w/ch2, 28 Mar 2014
ADRP 6-22	Army Leadership	1 Aug 2012	w/ch1, 10 Sep 2012
ADRP 7-0	Training Units and Leaders	23 Aug 2012	

ATP 3-09.30	Techniques for Observed Fire	02 Aug 2013	
ATP 3-34.5	Environmental Considerations	10 Aug 2015	
ATP 3-39.32	Physical Security	Apr 2014	
ATP 4-42	General Supply and Field Services Operations	July 2014	
ATP 4-33	Maintenance Operations	Apr 2014	
ATP 5-19	Risk Management	Apr 2014	w/ch1, 12 Sep 2014
ATP 6-22.1	Counseling Process	1 July 2014	
ATTP 4-33	Maintenance Operations	18 Mar 2011	
FM 1-06	Financial Management Operations	Apr 2014	
FM 2-0	Intelligence	15 Apr 2014	
FM 3-05.70	Survival	17 May 2002	
FM 3-07	Stability	June 2014	
FM 3-21.8	The Infantry Rifle Platoon and Squad	Mar 2007	
FM 4-95	Logistics Operations	Apr 2014	
FM 6-0	Commanders and Staff Organization and Operations	05 May 2014	
FM 6-22	Leader Development	30 Jun 2015	
FM 6-22.5	Combat and Operational Stress Control	18 Mar 2009	
FM 7-22	Army Physical Readiness Training	26 Oct 2012	w/ch1, 3 May 2013
FM 27-10	Law of Land Warfare	July 1956	w/ch1, 15 July 1976
CALL 07-19	Base Defense	Mar 07	
JP 3-0	Joint Operations	11 Aug 2011	
JP 3-07	Stability Operations	29 Sep 2011	
JP 5-0	Joint Operation Planning	11 Aug 2011	
STP 21-1	Warrior Skills Level 1	14 Apr 2014	
STP 21-24 SMCT	Warrior Leaders Skills Level 2, 3, and 4	9 Sep 2008	
TC 3-21.5	Drill and Ceremony	20 Jan 2012	
TC 3-25.26	Map Reading and Land Navigation	15 Nov 2013	
	Unit Training Management	Dec 2013	ATN
	LG to Company Training Meetings	Dec 2013	ATN
	LG to AAR	Dec 2013	ATN
	Develop Unit METL		ATN
	Determine KCT to Train		ATN
AR 25-50	Preparing and Managing Correspondence	17 May 2013	

AR 600-20	Command Policy	6 Nov 2014	
AR 623-3	Evaluation Reporting System	31 Mar 2014	
AR 670-1	Wear and Appearance of Uniforms and Insignia	10 Apr 2015	
DA Pam 623-3	Evaluation Reporting System	31 Mar 2014	
	Commander's Legal Handbook	2015	
CCR 145-3	Reserve Officers Training Corps Precommissioning Training and Leadership Development	20 Sep 2011	USACC Sharepoint
Cadet Text	SROTC Cadet eBook		ROTC Blackboard

Additional Publication Sites: (selected readings available online)

- **Army Training Network (ATN)**- <https://atn.army.mil/>
- **Central Army Registry (CAR)**-<https://atiam.train.army.mil/catalog>
- **Army Publication Division (APD)**-<http://www.apd.army.mil/>
- **Joint Electronic Library (JEL)**- http://www.dtic.mil/doctrine/new_pubs/jointpub.htm
- **Milsuite**-
<https://login.milsuite.mil/?goto=https%3A%2F%2Fwww.milsuite.mil%3A443%2Fbook%2Fgroups%2Fmy-training-homepage>
- **ROTC Blackboard (Bb)**-
https://rotc.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 10334_1&content_id= 878461_1

Further Reading Publications:

- Bennis, W. G., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper & Row Publishers.
- Bennis, W. G. (2003). On becoming a leader. New York: Basic Books.
- Bennis, W. G., & Thomas, R. J. (2002). Geeks & Geezers: How era, values, and defining moments shape leaders. Boston: Harvard Business School Press.
- Burns, J. M. (1978). Leadership. New York: Harper & Row Publishers.
- Gardner, J. W. (1990). On leadership. New York: The Free Press.
- Headquarters, Department of the Army, Field Manual 1 (2005). The Army. Washington, D.C.: U.S. Government Printing Office.
- Headquarters, Department of the Army, Field Manual 6-22 (2006). Army leadership. Washington, D.C.: U.S. Government Printing Office.
- Kotter, J. P. (1996). Leading change. Boston: Harvard Business School Press
- Wong, L. (2004). Developing adaptive leaders: The crucible experience of Operation Iraqi Freedom. Carlisle Barracks, PA: Strategic Studies Institute.
- Wong, L. (2002). Stifling innovation: Developing tomorrow's leaders today. Carlisle Barracks, PA: Strategic Studies Institute.

**Appendix E
Rubrics**

Participation Rubric

Class Participation Levels of Achievement				
Criteria	Exemplary 5 points	Proficient 4 points	Basic 3 points	Developing 2 to 0 points
<i>Classroom Discussion & Activity, Small Group Participation</i>	<ul style="list-style-type: none"> • Overall, consistent contributions that significantly reveal familiarity with readings and capacity to listen, incorporate, synthesize and constructively analyze text, classmate, & instructor comments • Contributes consistently & at a high-level of quality to the reflective writing elements of the course 	<ul style="list-style-type: none"> • Overall, contributions that adequately reveal familiarity with readings and capacity to listen, incorporate, synthesize and constructively analyze text, classmate, & instructor comments • Contributes adequately and at an appropriate level of quality to the reflective writing elements of the course 	<ul style="list-style-type: none"> • Overall, contributions that reveal limited familiarity with readings and capacity to listen, incorporate, synthesize and constructively analyze text, classmate, & instructor comments • Contributes in a limited fashion to the reflective writing elements of the course 	<ul style="list-style-type: none"> • Overall, contributions are incomplete in regard to familiarity with readings or capacity listen, incorporate, synthesize and constructively analyze text, classmate, & instructor comments • Does not contribute to the reflective writing elements of the course
Listening, Focus and Relevancy	<ul style="list-style-type: none"> • Actively listens to students and instructor. • Ability to engage with and focus on pertinent class experiences • Follows appropriate use of cell phone & electronic devices 	<ul style="list-style-type: none"> • Displays active listening skills and adequately engages with and focuses on pertinent class experiences • Mostly follows appropriate use of cell phone & electronic devices 	<ul style="list-style-type: none"> • Sometimes displays lack of interest in listening to others. • Limited engagement with and focus on pertinent class experiences • Does not follow appropriate use of cell phone and electronic devices 	<ul style="list-style-type: none"> • Distracted and focused on outside materials • Fails to engage or focus on pertinent class experiences • Does not follow appropriate use of cell phone and electronic devices

Source: CFDC Teaching and Learning

APPENDIX F
Syllabus Agreement Form

SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for

MLSC 401, The Army Officer, FALL 2018

My class meets on Mondays and Wednesdays at 1300-1430 in room 412

I have read the syllabus (either in paper or online), and I understand the classroom policies, instructors expectations, and rules (e.g. technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc.) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation.

I understand that I am responsible to complete all homework assignments, quizzes/in-class assignments, and written projects by the due dates as outlined in the syllabus.

I agree to be prepared for and attend class each day and on each scheduled test day.

I understand that I must maintain academic integrity and honesty at all times, on all course assignments: homework, projects and exams.

I understand that in addition to an academic penalty, I am subjected to disenrollment from Army ROTC, pursuant to Army Regulation 145-1 for any violation of the course syllabus and Army policies.

By signing below, I am acknowledging complete understanding of stated policy and being subject to penalties as stated above.

PRINTED NAME _____

SIGNED _____ DATE _____