

Military Science (MILS) 4302-110: Company Grade Leadership (Lab Syllabus)

Spring 2019 (January 14, 2019 to May 10, 2019)

Heritage Hall Cadet Learning Room 215

M/W 13:00 - 1430, **Lab W 1500-1700**

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1030-1130 M, W

Student-Instructor Interaction

As this is the 21st Century, and in accordance with how I have conducted myself through my military service, I will respond to emails, texts, or phone calls as quickly as possible and I expect the same from the Cadets/Leaders in my class. My office hours are posted above; however, Cadets may always arrange for an appointment if necessary. I will conduct my correspondence in a professional and respectful manner and expect the same in return – quite simply, it is expected of future Army Officers.

Course Description

This is an academically challenging face-to-face course where you will develop knowledge, skills, and abilities required of junior company-grade officers pertaining to the Army in Unified Land Operations and in your future roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, short on-line lesson assessments, a mid-term exam, a final exam, and oral presentations. Assessments will occur during classroom practical exercises, Leadership Lab, during a Field Training Exercise (FTX), and on-line. 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 will receive feedback on your abilities as a leader. At the conclusion of this course, you will be able to plan, coordinate, navigate, motivate, and lead your platoon in future operational environments. Successful completion of this course will assist in preparing you for your post-commissioning core competencies associated with Basic Officer Leadership Course (BOLC). Includes a MS IV led lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

Course Purpose/Promise

This course will prepare Cadets for future duties and responsibilities as a junior officer at their first unit of assignment. This course, along with MLSC 4301 in the fall 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 four 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

By design, this course is student-centric with the onus of learning on the student, facilitated by the instructor using the Socratic Method. This interactive class facilitates opportunities for small group discussion and practical exercises. Everyone will be responsible for contributing to the success of the learning experience. The Army profession affords Officers life-long learning. You must seize responsibility and personal initiative for your 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 four Army Learning Area's listed below.

The four ALA's and Course Outcomes are:

1. Army Leadership and Profession

- Proficient in leader attributes and competencies.
- Proficient in character, competence, and commitment as Trusted Army Professionals.

2. Mission Command

- Demonstrate proficiency in mission command philosophy.
- Demonstrate proficiency in mission command leader and commander tasks.
- Demonstrate proficiency in mission command staff tasks.
- Demonstrate proficiency in mission command systems.

3. Human Dimension

- Demonstrate capacity in creative – critical thinking.
- Demonstrate proficiency in communications skills.
- Demonstrate proficiency in cultural awareness, cross cultural competencies in the strategic environment of 2025 and beyond.
- Pursue Comprehensive Fitness / Resiliency Skills and Performance Enhancement Skills.
- Pursue lifelong learning, self-assessment, and goal setting.

4. Professional Competence

- Demonstrate proficiency in Army and Joint doctrine.
- Support Army policies, programs, and processes.
- Technically and tactically competent.

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 4302 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 and available on the ROTC BlackBoard and Cadet Google Drive.
Rubrics are contained in Appendix E.

Evaluation and Grading.

Lesson Assessments (Papers/Projects/Oral Presentations)	40%
Class Participation	10%
Quizzes	10%
Midterm Exam	10%
Leadership Evaluation	10%
APFT	10%
Final	10%

Class Participation. You will 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 Spring LTX while not graded is mandatory. Students who do not participate will be required to participate with an adjacent University's ROTC FTX coordinated by ROTC Cadre.

Cadets with graduation required course schedule conflicts will immediately coordinate with the ROTC course instructor to make alternative arrangements if the course conflict cannot be resolved.

Leadership Evaluation. MSIVs will take ownership of the operation and administrative functions of the Cadet Battalion/Company at TAMUCT and UMHB. Leadership evaluations consists of, execution of assigned leadership roles, performance of responsibilities, and inputs (products) to the staff process. This includes your additional responsibilities as Officer in Charge (OIC) of specific assigned events. Products, supervision (leadership), and participation will undergo evaluation; this will prepare you for future responsibilities within your first Company, Troop, or Battery. Leadership Evaluation is 10% of your grade. In addition to your responsibilities with the Cadets at TAMUCT and UMHB, you will also be assessed on your abilities to coordinate and synchronize program activities with the Cadet Chain of Command at the host school (Tarleton).

Staff Ride. This Virtual Staff Ride (VSR) will be conducted at the Fort Hood Warrior Skills Training Center on 26 April 2019 and will center on the events surrounding "The Incident at Check Point 541" This 2-hour staff ride highlights an escalation of force incident at a U.S. blocking position in Baghdad on 4 March 2005, resulting in the wounding of two individuals and the accidental death of an Italian Major General. The Army Combat Studies Institute (CSI) has

provided the Army with a virtual platform for leader development to augment their numerous ground staff rides. The Staff Ride will feature a 3D virtual environment produced largely from satellite imagery, photographs, video, and first-hand accounts, the VSR leverages current technology to conduct an effective Staff Ride without leaving a “classroom” setting. Cadets will be selected to take the overall Cadet lead for the Staff Ride and additional assignments will be divided amongst the remaining MS IVs. More information will be distributed through the Cadet Chain of Command. All MS IVs from Tarleton, UMHB, and TAMUCT will participate together in this Professional Military Education (PME) requirement.

Battle Analysis Presentations. The outcome of this lesson is for Cadets to understand how to evaluate a historical event and develop lessons learned from those events. The Cadets will then be able to incorporate these lessons into their future decision-making and develop key critical thinking skills. The Cadets will also continue development of their briefing and presentation skills. The assessment for this lesson will be in the form of a presentation at the end of the semester demonstrating the Cadet’s capabilities in evaluating a historical battle using the battle analysis process.

Midterm Exam. A take home (on-line via blackboard) midterm exam covering the first half of the semester will assess your knowledge achieved throughout the 1st half of the semester as well as your ability to reference material from Army doctrine. The midterm exam will consist of true/false or multiple choice type questions. The midterm exam will be available online in Blackboard 27 February – 4 March to afford maximum time to focus on your other midterm exams during the semester. Questions will come from readings, lectures and class discussion. This is an individual assessment, as such, you will not be able to collaborate with anyone else though you may use any other resource available to you. The midterm exam is worth 10%.

Final Exam. A take home (on-line via blackboard) final exam covering the second half of the semester will assess your knowledge achieved throughout the 2nd half of the semester as well as your ability to reference material from Army doctrine. The final exam will consist of true/false or multiple choice type questions. The final exam will be available online in Blackboard 27 April – 29 April to afford maximum time to focus on your other exams at the end of the semester. Questions will come from readings, lectures and class discussion. This is an individual assessment, as such, you will not be able to collaborate with anyone else though you may use any other resource available to you. The final exam is worth 10%.

Physical Training. As a future officer, you will 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 the Cadet Chain of Command and myself 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 Spring semester and a for-record APFT at the end of the semester. The higher of the two APFTs will account 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. Up to 10 quizzes (1-5 multiple choice questions) will take place throughout the semester to reinforce learning objectives. Quizzes will be on Blackboard and are take-home assignments. Pay attention to the due dates and allowed number of attempts. Quizzes are worth 10% of your final grade.

Current Event Briefs. A schedule will be produced where each class period a Cadet will present a brief summation of daily current events that are relevant to the class as ROTC Cadets and future Army leaders. Cadets will ascertain those events from the news of the day that have military, political, or societal significance that impact the Department of Defense and/or the Cadets themselves. The brief presentations will last no more than 5 minutes.

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 are lesson dependent and may fall on various dates throughout the semester; there will be adequate time for preparation. 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 (or instructor as delegated by the PMS) 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 ASU (Army Service Uniform) to class and the ACU (Army Combat Uniform) to all labs unless directed by the Professor of Military Science or other ROTC Cadre. Adhere to Army Regulation 670-1 and associated ALARACT messages with regard to uniforms and appearance changes. Civilian casual dress may be authorized on a case-by-case basis showcasing the school colors.

Academic Affairs Service Statement. TAMUCT 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 Integrity. Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. **Bottom-line: "Do not lie, cheat, steal, or tolerate those who do!!"**

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel),
[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].
If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Accommodations. At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 519-5797. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

A Note about Sexual Violence at A&M-Central Texas. Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Student Counseling Center: 254-501-5955
Title IX Coordinator: 254-519-5722, Warrior Hall, Room 425
University Police Department: 254-501-5805Warrior Hall

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 MSL IV 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.

911 Cellular: Emergency Warning System for Texas A&M University-Central Texas.

For student safety on campus, 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency

information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Appendix A Army Learning Areas

MLSC 4301, The Army Officer course lessons and learning outcomes are developed from the four 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.

Mission Command (Think critically and creatively, make sound and timely decisions):
This learning area will focus on how an officer creates a leadership climate encouraging subordinate initiative at the tactical level and the willingness to act autonomously within Commander's intent.

MLSC 4302-L01	Course Overview Oral Practicum Assignment
MLSC 4302-L02	Introduction to Battle Analysis
MLSC 4302-L03	The Operational Environment (PMESII-PT)
MLSC 4302-L27-28	Battle Analysis Presentations
MLSC 4302-L30	Staff Ride Presentation

Army Leadership and 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.

MLSC 4302-L15	Platoon Leadership
MLSC 4302-L16	Expanding your Sphere of Influence
MLSC 4302-L17	Preventing Toxic Leadership
MLSC 4302-L18	Sustainable Readiness
MLSC 4302-L19	Taking Charge 1 Initial Expectations and Responsibilities
MLSC 4302-L20	Taking Charge 2 (Your NCO Leadership)
MLSC 4302-L21	Taking Charge 3 (Your Relationship with Your PLT)
MLSC 4302-L22	Secondary Responsibilities Additional Duties
MLSC 4302-L23	Command Supply Discipline
MLSC 4302-L24	Maintenance
MLSC 4302-L25	Company Level Finance
MLSC 4302-L26	Army Installation Resources

Professional Competence (Demonstrate intellectual and military competence/proficiency):
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.

MLSC 4302-L04	Unified Command Plan (UCP)
MLSC 4302-L06	Operations Security
MLSC 4302-L10	Unified Land Operations I (Offense)
MLSC 4302-L11	Unified Land Operations II (Defense)
MLSC 4302-L12	Unified Land Operations III (Stability & DCSA)
MLSC 4302-L13-14	Lieutenants in the Brigade Combat Team

Human Dimension (Teamwork, Development, Lifelong Learning and Comprehensive Fitness):

This learning area places emphasis on pursuing excellence, continuing to grow and seeking balance and being resilient. This learning area focuses on applying resiliency skills and recognizing core competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement. Congrats, you read this email LTC Bradley and you will receive a 100 on your first quiz. The second class will explain how the five dimensions of Comprehensive Soldier Fitness (CSF) relate to combat readiness. Classes will inculcate cultural self-awareness and understand and the impact of culture on military operations.

MLSC 4302-L07	Regionally Aligned Forces I: The OE in NORTHCOM / SOUTHCOM
MLSC 4302-L08	Regionally Aligned Forces II: The OE in EUROM / PACOM
MLSC 4302-L09	Regionally Aligned Forces III: The OE in CENTCOM /

Appendix B

Learning Outcomes

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

- Describe the MLSC4302 course structure, outcomes, and content
- Explain required course assignments and manage student expectations
- Describe the definition, purpose and contents of an effective battle analysis
- Determine the benefits, human dimensions of warfare and application of the Army Warfighting Challenges (AWFC) as they relate to a historical battle
- Discuss the Eight Variables of the PMESII-PT Analysis
- Apply the elements of PMESII-PT to Conduct Analysis of a Nation
- Analyze, understand and explain the dynamics of battle and human dimension and other factors which interact to produce victory and defeat.
- Apply the principles of war/joint operations, principles of mission command, or the Army Warfighting Challenges as they relate to a historical battle.
- Conduct a briefing based on the analysis of a historical battle.

Army Leadership and Profession (Live honorably and build trust):

- Discriminate Attributes and Competencies of Army Leaders
- Infer the Value of Emotional Intelligence to Army Leaders
- Examine how the Principles of Mission Command Enable Platoon Leader Success
- Analyze the concepts of Sphere of Influence and Sphere of Control
- Appraise the value of Emotional Intelligence within the concept of sphere of influence
- Discriminate what is within your sphere of influence
- Define Toxic Leadership
- Categorize the “Toxic Triangle”
- Summarize Impact of Toxic Behaviors
- Examine the components of the Army’s four pillars of Sustainable Readiness
- Distinguish the platoon leadership roles in creating sustainable readiness
- Construct a plan to improve sustainable readiness in an organization
- Outline what is expected of a new platoon leader during the first days/weeks in the unit
- Summarize the activities, interactions, and behaviors new platoon leaders should observe to assess their unit’s climate and culture
- Identify the effective transition steps for new leaders going to a platoon
- Summarize the role of junior officers in counseling and supporting NCO development
- Outline how the NCOs support the development of junior officers
- Plan how officers and NCOs can strengthen the Officer - NCO relationship
- Describe the dangers of inappropriate relationships and fraternization between an officer and his/her subordinates
- Differentiate why military senior-subordinate relationships differ from other professions
- Devise methods for building a platoon into a team
- Examine what is expected of a lieutenant with newly assigned additional duties

- Summarize how a lieutenant determines the responsibilities and time commitment the additional duties require
- Distinguish classes of supply
- Summarize platoon level supply responsibilities
- Outline the inventory actions and procedures used at platoon level
- Restate the principles of the Army maintenance system
- Categorize the Army's core maintenance processes and levels
- Outline the PMCS process and leader, operator, and crew responsibilities
- Discuss the Appropriations Categories
- Discuss Army Directive 2016 (Changing Management Behavior-Every Dollar Counts)
- Describe Field Ordering Officer (FOO) Duties and Responsibilities
- Discuss available resources on an Army installation
- Discuss various online resources

Professional Competence (Demonstrate intellectual and military competence/proficiency):

- Analyze Unified Command Plan (UCP)
- Categorize Functional and Geographical Combatant Commands and Distinguish Areas of Responsibility
- Differentiate the Capabilities and Components of Functional Combatant Commands
- Recognize ARSOF Organizations
- Appraise SOF Truths, Imperatives, and ARSOF Characteristics
- Summarize ARSOF Critical Capabilities and relate ARSOF Core Principle and Activities
- Identify SOF/CF Integration Considerations
- Define Operations Security (OPSEC)
- Define Critical Information
- Discuss Operations Security Compromise
- Describe the Operations Security Process
- Analyze the Tenets of Unified Land Operations
- Differentiate between Engagements and Battles
- Describe the purpose of the Offense
- Apply the characteristics of the Offense to an Engagement vignette
- Describe the purpose of the defense
- Evaluate the characteristics of the defense in a historic vignette
- Describe the three types of defensive tasks in a historic vignette
- Describe the purpose of Stability operations in Unified Land Operations
- Describe the primary Stability tasks in Unified Land Operations
- Explain the purpose of Defense Support of Civil Authorities (DSCA)
- Analyze the National Preparedness Doctrine
- Summarize how your Branch Designation fits into the Brigade Combat Team (BCT) Structure, Role, and Mission

Human Dimension (Teamwork, Development, Lifelong Learning and Comprehensive Fitness):

- Research, develop, and present a structured overview of NORTHCOM/SOUTHCOM that focuses on the Partners, Threats, Challenges, and Opportunities (PTCO)
- Research, develop, and present a structured overview of EUCOM/PACOM that focuses on the Partners, Threats, Challenges, and Opportunities (PTCO)
- Research, develop, and present a structured overview of CENTCOM/AFRICOM that focuses on the Partners, Threats, Challenges, and Opportunities (PTCO)

Appendix C Homework and Lab Matrix

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

<u>Date Lesson</u>	<u>Cadet Pre-Class Assignments</u>
Lesson 1 14 January (Monday) Course Overview	<ul style="list-style-type: none"> Review Course Syllabus on Blackboard Review Course Overview Slides on Blackboard Cadets will be assigned group presentation roles for group briefing presentations on Geographic Combatant Commands
Lesson 2 16 January (Wednesday) Intro to Battle Analysis/Staff Rides	<ul style="list-style-type: none"> Read the Introduction to Battle Analysis Student Reading Review JP 3-0, Joint Operations, August 2011, Chapter 2 and 3 For Staff Ride, review Center for Military History Publication 70-21 (2014)
Lab 1 16 January Welcome Back Lab / Awards Ceremony	<ul style="list-style-type: none"> Review AR 145-1 SROTC Program: Organization, Administration, and Training, 22 July 1996 (RAR, 6 September 2011); http://Armypubs.Army.mil/epubs/pdf/r145_1.pdf Review the US Army Cadet Command Cadet Handbook 2014 (formerly known as the USACC TACSOP); https://rotc.blackboard.com/bbcswebdav/courses/BOLC_A_ROTIC_Instructor_Course_Material/Cadet%20Handbook%202014.pdf Review SROTC University Battalion SOP
21 January (Monday)	<ul style="list-style-type: none"> No Classes University Closed for MLK Day
Lesson 3 23 January (Wednesday) Unified Command Plan (UCP)	<ul style="list-style-type: none"> CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Read Unified Command Plan (UCP) ➤ Review Unified Command Plan, to include the six Geographic Combatant Commands (GCCs) and three Functional Combatant Commands (FCCs)
Lab 2 23 January Fundamentals of Platoon Operations	<ul style="list-style-type: none"> Read ATP 3-21.8, c1, Infantry Platoon and Squad, 23 August 2016: pp. 1-1 through 1-30; pp. 2-59 through 2-62; pp. 5-15 through 5-21; pp. 6-1 through 6-9; TC 3-21.76 Ranger Handbook, April 2017: pp. 6-1 through 6-12; pp. 7-1 through 7-4, available at: http://www.apd.army.mil/ Review ATP 3-21.8, c1, Infantry Platoon and Squad, 23 August 2016: pp. 2-19 through 2-36; pp. F-1 through F-15; pp. F-44 through F-49; pp. G-1 through G-14; pp. G-35 through G-36, available at: http://www.apd.army.mil/ Skim ATP 3-21.8, c1, Infantry Platoon and Squad, 23 August 2016: pp. 2-27 through 2-52; TC 3-21.76

	<ul style="list-style-type: none"> Ranger Handbook, April 2017: pp. 10-1 through 10-15, available at: http://www.apd.army.mil/
<p>Lesson 4 28 January (Monday)</p> <p>Regionally Aligned Forces I: The OE in NORTHCOM / SOUTHCOM</p>	<ul style="list-style-type: none"> Presenting Group Cadets (NORTHCOM): Read MLSC4302L07 RAF I - NORTHCOM Assignment.docx and MLSC4302L07 RAF I - NORTHCOM Student Reading.docx; Utilize MLSC4302L07 RAF I - The OE in NORTHCOM.pptx for group presentation Presenting Group Cadets (SOUTHCOM): Read MLSC4302L07 RAF I - SOUTHCOM Assignment.docx and MLSC4302L07 RAF I - SOUTHCOM Student Reading.docx; Utilize MLSC4302L07 RAF I - The OE in NORTHCOM.pptx for group presentation Cadets are allowed to set up the classroom prior to starting class Non-Presenting Cadets: Read MLSC4302L07 RAF I - NORTHCOM Student Reading.docx and Read MLSC4302L07 RAF I - SOUTHCOM Student Reading.docx
<p>Lesson 5 30 January (Wednesday)</p> <p>Regionally Aligned Forces II: The OE in EUCOM / PACOM</p>	<ul style="list-style-type: none"> Presenting Group Cadets (EUCOM): Read MLSC4302L08 RAF II - EUCOM Assignment.docx and MLSC4302L08 RAF II - EUCOM Student Reading.docx; Utilize MLSC4302L08 RAF II - The OE in EUCOM.pptx for group presentation Presenting Group Cadets (PACOM): Read MLSC4302L08 RAF II - PACOM Assignment.docx and MLSC4302L08 RAF II - PACOM Student Reading.docx; Utilize MLSC4302L08 RAF II - The OE in PACOM.pptx for group presentation Cadets are allowed to set up the classroom prior to starting class Non-Presenting Cadets: Read MLSC4302L08 RAF II - EUCOM Student Reading.docx and MLSC4302L08 RAF II - PACOM Student Reading.docx
<p>Lab 3 30 January</p> <p>Squad Tactics: Attack/RECON</p>	<ul style="list-style-type: none"> CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>Lesson 6 4 February (Monday)</p> <p>Regionally Aligned Forces III: The OE in CENTCOM / AFRICOM</p>	<ul style="list-style-type: none"> Presenting Group Cadets (CENTCOM): Read MLSC4302L08 RAF II - CENTCOM Assignment.docx and MLSC4302L08 RAF II - CENTCOM Student Reading.docx; Utilize MLSC4302L08 RAF II - The OE in CENTCOM.pptx for group presentation Presenting Group Cadets (AFRICOM): Read MLSC4302L08 RAF II - AFRICOM Assignment.docx and MLSC4302L08 RAF II - AFRICOM Student Reading.docx; Utilize MLSC4302L08 RAF II - The OE in AFRICOM.pptx for group presentation Cadets are allowed to set up the classroom prior to starting class Non-Presenting Cadets: Read MLSC4302L08 RAF II - CENTCOM Student Reading.docx and MLSC4302L08 RAF II - AFRICOM Student Reading.docx
<p>Lesson 7 6 February (Wednesday)</p> <p>US Army Organizations</p>	<ul style="list-style-type: none"> CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Chapter 1, para. 1-1 through 1-57, pp. 1-1 through 1-13, FM 3-96. United States. (2015). ➤ Brigade Combat Team, Field Manual (FM) 3-96, Washington D.C.: Headquarters, Dept. of the Army.

	<ul style="list-style-type: none"> ➤ Chapter 4 and Appendix A, para. 4-12 through 4-15 and para. A-1 through A-12, pp. 4-5 through 4-6, and pp. A-1 through pp. A-5, ADP-1. United States. (2013). ➤ The Army, Army Doctrine Publication (APD) 1, Washington D.C.: Headquarters, Dept. of the Army.
<p>Lab 4 6 February</p> <p>Patrol Base Operations</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>Lesson 8 11 February (Monday)</p> <p>Army Enablers and Capabilities</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Read: Capt. Colin Marcum, (2017). How enablers shape the deep fight for the brigade combat team: What are enablers? 7-8. Fires, March-April 2017, Branch Transformation. ➤ Read: ATP 3-21.8 Appendix A, para. A-83, Analysis of Troops and Support Available, p. A-21 United States. (2016). Infantry Platoon and Squad. Department of the Army ATP 3-21.8, Washington, D.C. Headquarters, Dept. of the Army. ➤ Review: FM 3-96 Chapter 1, pp. 1-1 through 1-13 United States. (2015). Brigade Combat Team. Department of the Army FM 3-96, Washington, D.C. Headquarters, Dept. of the Army.
<p>Lesson 9 13 February (Wednesday)</p> <p>Unified Land Operations I (Offense)</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Read ADRP 3-0, Operations, 11 November 2016, Chapter 3 pp 3-14 through 3-16, ➤ Read ADP 3-90, Offense and Defense, August 2012, pp 1 through 2 (items 1-7), pp 7 through 8, ➤ Group 1 Read Capturing Eben-Emael ➤ Group 2 Read An Engineer Assault Team Crosses the Meuse, May 1940
<p>Lab 5 13 February</p> <p>Battle Drills 1 & 2 (WSTC reserved)</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>Lesson 10 18 February (Monday)</p> <p>Unified Land Operations II (Defense)</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Read ADP 3-90, Offense and Defense, 31 August 2012, pp 10 through 14 ➤ Read ADRP 3-90, Offense and Defense, 31 August 2012, Ch 4, pp 4-1 through 4-4; ➤ Read The Battle of the Chosin Reservoir
<p>Lesson 11 & 12 20 February (Wednesday)</p> <p>Unified Land Operations III (Stability & DCSA)</p>	<ul style="list-style-type: none"> • Read ADP 3-07, Stability, Change 1, 15 February 2013, pp 7 through 14, Para 29 through 57 • Read ADP 3-28, Defense Support of Civil Authorities, 26 July 2012, pp 1 through 13

<p>Lab 6 20 February</p> <p>Platoon Tactics: Movement to contact / React to Contact</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>Lesson 13 25 February (Monday)</p> <p>Lieutenants in the Brigade Combat Team</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Read MLSC4302L13 Lieutenants in the Brigade Combat Team SR.pdf ➤ Prepare Information Paper per instructor guidance
<p>Lesson 14 27 February (Wednesday)</p> <p>Lieutenants in the Brigade Combat Team</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Read MSL402L14 Lieutenants in the Brigade Combat Team SR.pdf ➤ Prepare Information Paper per instructor guidance.
<p>Lab 7 27 February</p> <p>Platoon Tactics: Recon</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>Lesson 15 27 February – 4 March Available Online in Blackboard</p>	<ul style="list-style-type: none"> • Mid-Term Exam • More Information TBP
<p>1 March (Friday)</p> <p>Day Land NAV (Non-Self Correcting)</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>Lesson 16 4 March (Monday)</p> <p>Platoon Leadership</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Read “Emotional Intelligence and Army Leadership: Give it to me Straight” by: Major David S. Abrahams ➤ Read “The Successful Lieutenant” by: CPT Christopher J. Courtney ➤ Skim ADRP 6-0, Mission Command, 28 March 2014. Chapter 2. ➤ Skim FM 6-22, Leader Development, 30 June 2015, Chapter 1.
<p>Lesson 17</p>	<ul style="list-style-type: none"> • CADET READINGS AND PRE-CLASS ASSIGNMENTS:

<p>6 March (Wednesday) Expanding your Sphere of Influence</p>	<ul style="list-style-type: none"> ➤ Read: FM 6-22, Chapter 7, para. 7-19 through 7-22 and 7-76 and Tables 7-12 through 7-13, and 7-56, pp. 7-12 through 7-15, pp. 7-13 through 7-15 and pp. 7-63 through 7-64. United States. (2015). Leadership Development, Field Manual. (FM) 6-22, Washington D.C.: Headquarters, Dept. of the Army. ➤ ADP 6-22, Para. 8 through 12 and 22 through 38, pp. 2 through 3 and 5 through 8. United States. (2012). Army Leadership, Army Doctrinal Publication. (APD) 6-22. Change 1, 10 Sep 2012. Washington D.C.: Headquarters, Dept. of the Army. ➤ Skim: Robert Whipple. (2012). Increase Span of Control. The Trust Ambassador. ➤ About Emotional Intelligence. (n.d.). TALENTSMART. ➤ How to Develop Emotional Intelligence. (n.d.). wikiHow to do anything.
<p>Lab 8 6 March Platoon Tactics: Attack</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>11-15 March Spring Break</p>	<p>University Closed – No Classes</p>
<p>Lesson 18 18 March (Monday) Preventing Toxic Leadership</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Read Toxic Leadership: What are We Talking About?, by LTG Walter F. Ulmer Jr. ➤ Read Toxic Triangle, by Art Padilla, Robert Hogan, and Robert B. Kaiser ➤ Review ADP 6-22, Army Leadership. Change 1, 10 Sep 2012
<p>Lesson 19 20 March (Wednesday) Taking Charge 1 Initial Expectations and Responsibilities</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Read AR 600-20, 6 November, 2014, Review paragraphs 4-1 through 4-4 and paragraphs 4-14 through 4-17 ➤ Read Company Command, Building Combat-Ready Teams, Advice for New Lieutenants, pp. 54 and 55, ➤ Review Courtney, “The Successful Lieutenant”, pp. 25 through 27 and 51 ➤ Scan Army Handbook for Leadership Transitions, Center for Army Leadership, Phase I through III ➤ Scan FM 6-22 Leader Development, 30 June, 2015, Ch 3, 4, and 7
<p>Lab 9 20 March Call For Fire Simulation (2x classrooms) (WSTC reserved)</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>22 March (Friday) Day Land NAV (Non-Self Correcting)</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>Lesson 20</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT:

<p>25 March (Monday)</p> <p>Taking Charge 2 (Your NCO Leadership)</p>	<ul style="list-style-type: none"> ➤ Read “NCO-Officer Relationship,” NCO Journal (Nov 2012), pp 1-8 ➤ Read The Officer – NCO Relationship, Words of Wisdom and Tips for Success from Senior Officers and NCOs ➤ Read “The Platoon Leader-Platoon Sergeant Relationship,” Company Command: Building Combat-Ready Teams ➤ Review FM 6-22 Leader Development, 30 June 2015, Chapters 1, 3, and 7.
<p>Lesson 21 27 March (Wednesday)</p> <p>Taking Charge 3 (Your Relationship with Your PLT)</p>	<ul style="list-style-type: none"> • Read AR 600-20, 6 November, 2014, paragraphs 4-14 through 4-17, pg. 28-29 • Read DA PAM 600-35, 21 February 2000, Preface • Review DA PAM 600-35, 21 February 2000, Paragraphs 2-4 through 2-6 and 2-10 through 2-11 • Review FM 6-22 Leader Development, 30 June, 2015. Chapters 1, 3, and 7.
<p>Lab 10 27 March</p> <p>Platoon Tactics: Raid</p>	<ul style="list-style-type: none"> • Review the reading assignments and references prior to training • Review the Platoon Tactics – Raid Ambush SH1.docx (WARNORD) and concept sketches (see Instructor Guide - Platoon Tactics – Raid Ambush IG.docx), Platoon Tactics – Raid Ambush SH2.docx, and Platoon Tactics – Raid Ambush SR.pdf • Ensure the LAB training location coordinated by the MSL IIIs is sufficient for learning activities • Evaluate the MSL III preparation and coordination required to conduct the training • Refer to the SH2 for actions that MSL IIIs must be familiar with to facilitate during their instruction; be prepared to correct or demonstrate the actions to keep the LAB content accurate • Establish the AAR location and gather the materials required to conduct your AAR onsite • Prepare to facilitate the conduct of ambushing an inferior force with a focus on the platoon leader’s command and control of squad maneuvering • MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training • Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>Spring FTX (MAR 29-31)</p>	<ul style="list-style-type: none"> • More Guidance TBP
<p>Lesson 22 1 April (Monday)</p> <p>Leadership Development</p> <p>Leaders Eat Last</p>	<ul style="list-style-type: none"> • CADET READINGS AND PRE-CLASS ASSIGNMENTS: <ul style="list-style-type: none"> ➤ Read: FM 6-22, Chapter 7, para. 7-19 through 7-22 and 7-76 and Tables 7-12 through 7-13, and 7-56, pp. 7-12 through 7-15, pp. 7-13 through 7-15 and pp. 7-63 through 7-64. United States. (2015). Leadership Development, Field Manual. (FM) 6-22, Washington D.C.: Headquarters, Dept. of the Army. ➤ Read: ADP 6-22, Para. 8 through 12 and 22 through 38, pp. 2 through 3 and 5 through 8. United States. (2012). Army Leadership, Army Doctrinal Publication. (APD) 6-22. Change 1, 10 Sep 2012. Washington D.C.: Headquarters, Dept. of the Army.

	<ul style="list-style-type: none"> ➤ Skim: Robert Whipple. (2012). Increase Span of Control. The Trust Ambassador. ➤ About Emotional Intelligence. (n.d.). TALENTSMART. ➤ How to Develop Emotional Intelligence. (n.d.). wikiHow to do anything.
<p>Lesson 23 3 April (Wednesday)</p> <p>Secondary Responsibilities / Additional Duties</p>	<ul style="list-style-type: none"> • CADET READINGS AND PRE-CLASS ASSIGNMENTS: <ul style="list-style-type: none"> ➤ Scan FM 6-22 Leader Development, 30 June, 2015. Review Chapter 1 and 3, Section III through IV ➤ Review AR 600-20, 6 November, 2014. Chapter 6 ➤ Review “The Successful Lieutenant” Captain Christopher J. Courtney
<p>Lab 11 3 April</p> <p>FTX Recovery</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>5 April</p> <p>Dining Out</p>	<ul style="list-style-type: none"> • Further Guidance TBP
<p>Lesson 24 8 April (Monday)</p> <p>Army Installations and Resources</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Read Army Installation/Online Resources ➤ Review Military Installations Website ➤ Review Army One Source Website ➤ Review Military OneSource Website ➤ Review NGB Family Program Website
<p>Lesson 25 10 April (Wednesday)</p> <p>Command Supply Discipline</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ Review ATP 4-42 General Supply and Field Services Operations; 14 July 2014, Chapter 2, 3, & 4. ➤ Skim AR 735-5, Property Accountability Policies; 09 Nov 2016, Chapter 2, 3, 4, 6, & 7. ➤ Skim AR 710-2, Supply Policy below the National Level; 28 Mar 2008, Chapter 1 & 2 and Study Table 1-1 on page 6. ➤ Skim DA Pamphlet 710-2-1, Using Unit Supply System (Manual Procedures), 01 Dec 2016, Chapter 3 and 9.
<p>Lab 12 10 April</p> <p>Platoon Tactics: Ambush</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>EST 12 April (Friday 1100-1630)</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete

<p>Lesson 26 15 April (Monday)</p> <p>Battle Analysis Presentations</p>	<ul style="list-style-type: none"> ➤ Review JP 3-0, Joint Operations, August 2011, Chapter 2 and 3 ➤ Present battle analysis presentations assigned in MLSC4302L02 Introduction to Battle Analysis Assignment.docx
<p>Lesson 27 17 April (Wednesday)</p> <p>Battle Analysis Presentations</p>	<ul style="list-style-type: none"> ➤ Review JP 3-0, Joint Operations, August 2011, Chapter 2 and 3 ➤ Present battle analysis presentations assigned in MLSC4302L02 Introduction to Battle Analysis Assignment.docx
<p>LAB 13 16 April</p> <p>Day Land Navigation (Non Self Correcting)</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> ➤ MSL IVs will walk through the LAB area with the MSL IIIs to check that it is prepared for the training ➤ Ensure Deliberate Risk Assessment has been completed using DD Form 2977, and the plan for mitigation complete
<p>Lesson 28 22 April (Monday)</p> <p>BOLC B Overview</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENTS: <ul style="list-style-type: none"> ➤ Read TRADOC Regulation 350-36, August 2017, Basic Officer Leader Training Policies and Administration, Chapter 1, Pages 7 through 13 ➤ Officer Branch Website Research
<p>Lesson 29 24 April (Wednesday)</p> <p>Maintenance</p>	<ul style="list-style-type: none"> • CADET PRE-CLASS ASSIGNMENTS: <ul style="list-style-type: none"> ➤ Scan FM 6-22 Leader Development, 30 June, 2015, Chapter 3, Section I ➤ Review AR 750-1, Army Materiel Maintenance Policy; 12 September 2013, Chapter 3, Sections I and II. ➤ Read ATP 4-33 Maintenance Operations, 14 April 2014, Chapter 1. ➤ Read DA Pam 750-1, Commanders' Maintenance Handbook; 4 December 2013, Chapter 2 and 5, ➤ Review DA Pam 750-1, Commanders' Maintenance Handbook; 4 December 2013, Chapter 3 through 4. ➤ Skim DA Pam 750-8, The Army Maintenance Management System (TAMMS) User's Manual; 22 Aug 2005, Chapters 2 and 3.
<p>Staff Ride 26 April (Friday)</p>	<ul style="list-style-type: none"> • Fort Hood Texas • Virtual Staff Ride (VSR) will be conducted at the Fort Hood Warrior Skills Training Center
<p>Lesson 30 27 April – 29 April Available Online in Blackboard</p>	<ul style="list-style-type: none"> • Final Exam • More Information TBP

Appendix D
Master Reference List

NOTE: The reference list below **Is Not** all inclusive for MSCL 4302. It is provided as a guidance for research and assignments.

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
ADP 3-0	Operations	11 NOV 2016	
ADP 3-07	Stability	31 AUG 2012	w/ch1, 15 FEB 2013
ADP 3-28	Defense Support of Civil Authorities	26 JUL 2012	
ADP 3-90	Offense and Defense	31 AUG 2012	
ADP 6-0	Mission Command	17 MAY 2012	w/chg 2 12 MAR 2014
ADP 6-22	Army Leadership	1 AUG 2012	w/ch1, 10 SEP 2012
 			
ADRP 3-0	Operations	11 NOV 2016	
ADRP 3-05	Special Operations	31 AUG 2012	
ADRP 3-90	Offense and Defense	31 AUG 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
 			
ATP 1-06.1	Field Ordering Officer (FOO) and Pay Agent (PA) Operations	10 MAY 2013	
ATP 3-21.8	Infantry Platoon and Squad	12 APR 2016	w/ch1, 23 AUG 2016
ATP 4-33	Maintenance Operations	14 APR 2014	
ATP 4-42	General Supply and Field Services Operations	14 JUL 2014	
 			
FM 3-24.2	Tactics in Counterinsurgency	21 APR 2009	
FM 3-96	Brigade Combat Team	8 OCT 2015	
FM 6-0	Commander and Staff Organization and Operations	5 MAY 2014	w/ch2, 22 APR 2016
FM 6-22	Leader Development	30 JUN 2015	
FM 7-0	Train to Win in a Complex World	5 OCT 2016	
 			
JP 3-0	Joint Operations	17 JAN 2017	
JP 3-05	Special Operations	16 JUL 2014	
JP 5-0	Joint Operations Planning	11 AUG 2011	
 			
TR350-36	Basic Officer Leader Training Policies and Administration	01 SEP 2015	

TRADOC PAM 525-3-1	The U.S. Army Operating Concept: Win in a Complex World	31 OCT 2014	
TRADOC PAM 525-8-2	The US Army Learning Concept for Training and Education 2020-2040	13 APR 2017	
AR 525-30	Army Strategic Readiness	3 JUN 2014	
AR 530-1	Operations Security	26 SEP 2014	
AR 600-20	Command Policy	6 NOV 2014	
AR 710-2	Supply Policy Below the National Level	28 MAR 2008	
AR 735-5	Property Accountability Policies	09 NOV 2016	
AR 750-1	Army Materiel Maintenance Policy	03 AUG 2017	
DA PAM 600-35	Relationships between Soldiers of Different Ranks	21 JUL 2017	
DA PAM 710-2-1	Using Unit Supply System (Manual Procedures)	01 DEC 2016	
DA PAM 750-1	Commanders' Maintenance Handbook	4 DEC 2013	
DA PAM 750-8	The Army Maintenance Management System (TAMMS) User's Manual	22 AUG 2005	
CCR 145-3	Reserve Officers Training Corps Precommissioning Training and Leadership Development	20 SEP 2011	USACC Sharepoint

Additional Publication Sites: (selected readings available online)

- **Army Knowledge Online (AKO)**- <https://login.us.army.mil/>
- **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>
- **Army One Source Website** - <http://www.myarmyonesource.com/default.aspx>
- **My Army Benefits Website** -
[http://myarmybenefits.us.army.mil/Home/Benefit_Library/Federal_Benefits_Page/Army_Community_Service_\(ACS\).html](http://myarmybenefits.us.army.mil/Home/Benefit_Library/Federal_Benefits_Page/Army_Community_Service_(ACS).html)
- **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
<i>Listening, Focus and Relevancy</i>	<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
Battle Analysis Presentation Rubrics

Areas of Assessment	Absent/Poor	Average	Excellent/Good
<p>1. Presentation Max value: 20%</p>	<p><u>Did not maintain eye contact</u> with audience. Displayed <u>inappropriate movements</u> during briefing. Did not speak <u>clearly</u> or display much <u>confidence</u>. <u>Did not address</u> or answer questions. Delivered conclusion statement but <u>lacked confidence</u>.</p>	<p>Maintained <u>eye contact</u> with audience. <u>Movements</u> during briefing were mostly appropriate (some excessive movements). Spoke <u>clearly</u>. Displayed <u>confidence through most of the briefing</u>. <u>Addressed</u> most questions and delivered conclusion statement but <u>lacked some confidence</u>.</p>	<p>Maintained <u>eye contact</u> with audience. <u>Appropriate movements</u> during briefing (not excessive). Spoke <u>clearly</u> and <u>enunciated</u>. Displayed <u>confidence</u>. <u>Answered</u> all questions and delivered conclusion statement <u>with confidence</u>.</p>
<p>2. Analysis of Historic Event Max value: 40%</p>	<p>The Information presented <u>does not</u> contain a clear, precise, and detailed description of the battle based on steps 1-3 of the battle analysis methodology. Main points were briefed <u>without transitions</u> that caused <u>confusion</u> to audience.</p>	<p>The Information presented contains a <u>clear description</u> of the battle based on steps 1-3 of the battle analysis methodology. Outline <u>is briefed, but not in order</u>. Presented main points <u>but not in sequence</u>, with or without visual aids to support main ideas. Provided <u>transitions</u> between main points <u>but with some confusion</u> to audience.</p>	<p>The Information contains a <u>clear, precise, and detailed description</u> of the battle based on steps 1-3 of the battle analysis methodology. Outline <u>is briefed in a logical, sequential order</u>. Presented main points <u>in sequence</u>, with or without visual aids to support main ideas. Provided <u>effective, smooth transitions</u> between main points <u>without confusion</u> to audience.</p>
<p>3. Assessment / Lessons Learned Max value: 40%</p>	<p><u>Did not brief</u> lessons learned. Did not relate causes to effect or implications on future operations.</p>	<p><u>Briefed</u> some lessons learned. Relation of cause to effects were mostly logical and provided some implications for future operations.</p>	<p><u>Briefed</u> lessons learned and logically provided relations of causes and effects. Effectively provided the implications for the lessons learned on future operations.</p>

APPENDIX G
Syllabus Agreement Form

SYLLABUS AGREEMENT FORM

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

Military Science (MLSC) 4302: Company Grade Leadership, Spring 2019

My class meets: Heritage Hall Cadet Learning Room 215 M/W 13:00 - 1420, Lab W 1500-1700

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 _____