

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

Spring 2020 (January 13, 2020 to May 8, 2020)

Online through ROTC Blackboard until further notice.

M/W 13:00 - 1430, No change to class times; Lab Cancelled until further notice.

**Mr. David L. Daniel**, Contractor

Department of Military Science

Will be working from remote location until further notice.

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Virtual Office Hours: 1030 – 1130 M, W

1500 – 1530 M

1300 – 1430 F

**Student-Instructor Interaction**

As this is the 21<sup>st</sup> 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 virtual 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.

**Army ROTC Overview**

Our courses educate and establish the foundation of leadership characteristics and attributes, familiarization with Army organizational structure and function and the ability to leverage Army systems critical to our profession. Course focus for our profession should be approached in the same manner you approach all academic undertakings, ROTC is not an “elective.” You must participate and develop yourself or you will not succeed. All parts of our syllabus are tied to training and preparation for contracting, accessions and commissioning.

**Course Description**

This is an academically challenging online 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, , 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, , 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. 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 specific Branch BOLC and future duties/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 – NOT A LECTURE COURSE. This interactive class will be conducted online using the ROTC Blackboard Collaboration Ultra system and 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. You must properly conduct your pre-class assignments to gain an understanding of the foundation on each subject in the course. Doing so will allow your instructor to spend the majority of the class time on specific areas that are least understood from the lessons, rather than your instructor teaching the subject from scratch. Your instructor has a wealth of experience and knowledge to share in the classroom—do your homework so your instructor can spend more time sharing his personal knowledge and experiences with your class. Refer to Appendix A and B for detailed information on course design related to the Army Learning Areas and learning outcomes.

### **Course Objectives/Outcomes**

This course has specific learning objectives derived from the four Army Learning Areas (ALA) and their General Learning Outcomes (GLOs) designed to prepare the newly commissioned Second Lieutenant for success at the Basic Officer Leader Course B (BOLC B) and as a junior officer at their first unit of assignment (FUA)..

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 online 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. Note that Blackboard times are all in Eastern Standard Time.

#### **Evaluation and Grading**

Lesson Assessments (Papers/Projects/Oral Presentations/Quizzes)	40%
Class Participation (Class/)	10%
Leadership Evaluation	20%
Physical Training (Including APFT Score )	10%
Midterm	10%
Final	10%

**Class Participation.** You are expected to participate actively in learning through critical reflection, inquiry, and dialogue. 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 practicing social distancing,.

Note: Contracted Cadets are required to participate in all ROTC activities as stated in their contract. Students will write a 5 page essay on training management in place of the Spring FTX (APA Style and due 22 April 2020).

Note: Cadets with a verified graduation required course schedule conflict will immediately coordinate with the ROTC course instructor to make alternative arrangements if the course conflict cannot be resolved. Likewise, if a Cadet must miss a class, for whatever reason, they must coordinate with the instructor to make up the missed materials.

**Leadership Evaluation.** MSIVs will take ownership of the operation and administrative functions of the Cadet Battalion/Company at TAMUCT and UMHB. To this end, select MS IVs will attend a Cadre-led weekly Training Resource Synchronization Meeting (TRM) online (time and online method TBD) which will tentatively be held on Friday's at 10:00; likewise, MS IVs will lead a Cadet Training Meeting (Cadre supervised) on Monday's tentatively scheduled from 12:00-12:50 (again, this is tentative and the online method and actual time will be announced). Leadership evaluations consists of, execution of assigned leadership roles, performance of responsibilities, inputs (products) to the staff process, and implementation of the Leadership Development Program (LDP) for MS Level I-III Cadets (Cadet-led, Cadre-supervised). 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 20% 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.** Cancelled.

**Battle Analysis Presentations.** Cadets will brief online using ROTC Blackboard Ultra. 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 1<sup>st</sup> half of the semester as well as your ability to reference material from Army doctrine. The midterm exam will consist of true/false and/or multiple choice type questions. The midterm exam will be available online in Blackboard 26 February – 3 March 2020 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 2<sup>nd</sup> half of the semester as well as your ability to reference material from Army doctrine. The final exam will consist of true/false and/or multiple choice type questions. The final exam will be available online in Blackboard 27 April – 4 May 2020 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 are expected to set the example for physical fitness according to Army regulations. Cadets will continue to conduct physical training on their own with a commissioning APFT requirement decision to be made at a later date. The grading will be as follows (using your last Record APFT):

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) may be given throughout the semester to reinforce learning objectives. Quizzes may be on Blackboard as take-home assignments or proctored in class. Pay attention to the due dates and allowed number of attempts. Quizzes are part of your Lesson Assessments that are worth 40% 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.

**Regionally Aligned Forces (RAF) Information Briefing.** As a future officer, you will be required by your superiors to present briefings. As a way to prepare you for the future requirements and assist with public speaking skills, Cadet Groups will be assigned a RAF to study, 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 10 minute information brief on a mission command case study.

**Lieutenants in the Brigade Combat Team (BCT) Paper and Information Briefing.** **Due 14 April 2020.** As a future officer, you will be required by your superiors to present briefings and prepare information papers. As a way to prepare you for the future requirements and assist with public speaking and writing skills, Cadets will study, research, and present an Information Brief on what Lieutenants duties and responsibilities are while assigned to one of the Army's BCTs. This brief will follow the format contained in FM 5-0, *Commanders and Staff Organization and Operations*, 5 May, 2014, Chapter 7, Military Briefings. Additionally, Cadets will turn in a point paper detailing the information contained in their briefing regarding the Lieutenants in the BCTs.

**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 online classes. All Cadets will notify both the Cadet Chain of Command and the Cadre Chain of Command before absence from any online course or meeting requirement. Notification to the Cadet Chain of Command is for accountability purposes only and is not used to gain excusal from training event(s). Only Cadre members may excuse a Cadet from any training event, not Cadets. The course instructor will make the final determination whether an absence is excused or not.

Cadets will obtain prior approval from the Cadre COC for absences due to special circumstances (i.e., illness, family emergencies, etc...) unless an exceptional circumstance exists and notify the Military Science Instructor by university email, phone call, or by text addressing the 5ws. **Subsequently, the proper documentation or a memorandum for record detailing the reason(s) for the absence approval is required before departure of the excused absent or WITHIN 72 hours upon the Cadet returning from the excused event.** Likewise, the memorandum will address the following: an explanation of why the Cadet missed a class, reflection on how the absence related to an Army Value(s) and how Cadets will apply missed lesson material to Cadets' career as a future Army Officer. Failure to provide the proper documentation is noted as an unexcused absence. All other unexcused absences are recorded on the DA-4856 counseling form.

Excused absences include, but are not limited to, personal and family emergencies, inclement weather conditions, bona fide medical needs, approved ROTC extracurricular activities, and quarantine. Absences, for any other reason, will be addressed on a case by case basis; though, will generally be considered unexcused. More importantly, it is every Cadet's responsibility to make up any academic assignments and or exams missed due to participation in ROTC events, required training, and or authorized excused absences. Cadets must plan in order to balance the rigors of Academics and ROTC Training. Studying for other NON-ROTC upcoming EXAMS will not be an approved reason to be absent from scheduled classes.

Military Science Instructors will have the authority to authorize absences at their discretion for regular military science classes. Therefore, unless written or verbal approval for absence is granted in advance, the Cadet absence will be considered unexcused, and the appropriate deductions awarded to the Cadet's grades. Repeated absence/unexcused offenses are referred to the PMS for consideration of dismissal from the program. Cadets with excessive unapproved absences are subject to dis-enrollment of the ROTC Program based on displaying an indifferent attitude, apathy, and/or failure to train.

Failure to make prior arrangements and provide timely information to Cadre COC and the Military Science Instructors will affect the Cadet's grade.

- 1-3 numbers of unexcused absences from any ROTC classes will result in a drop of 1 letter grade for the missed ROTC events/classes; as well as, written developmental counseling for negative impact/potential suspension of benefits/disenrollment.
- 4-6 numbers of unexcused absences from any ROTC classes will result in the award of 0 pts for the missed ROTC events/classes; as well as, written developmental counseling for negative impact/potential suspension of benefits/disenrollment.

- 7 or greater unexcused absences from any ROTC classes will result in an automatic F for the class and written developmental counseling for a recommendation of disenrollment from ROTC.

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.

Note: Under normal circumstances, ROTC events take precedence over your USAR or USARNG drills; however, during the Coronavirus Pandemic, Cadets may be required to perform their Reserve Component duties instead of ROTC classes – this will be addressed on a case-by-case basis.

**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 Assistant Professor of Military Science. 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. During online classes, Cadets may wear appropriate civilian attire; that said, online decorum will be maintained.

**Extra-curricular Activities.** No change; however, there should be no extra-curricular activities occurring during this pandemic. Any Cadet originated extra-curricular activities (for example, Cadet Club generated events) must adhere to specific campus system rules and policy; likewise, there must be an OPLAN (with CONOP) and Deliberate Risk Assessment Worksheet (DRAW) developed and implemented – particularly if the Cadets intend to leverage Army resources.

**Leadership Professional Development (LDP) Opportunities.** *These will most likely all be cancelled, more to follow. Some guest lecturers will participate via online presence.* As there may be ad-hoc or no-notice opportunities for Officer LPD (so-called target of opportunity), typically guest speakers and/or site visits, these will be considered as extra-credit developmental events.

**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 Excellence Statement.** Texas A&M University-Central Texas 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 University-Central Texas 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.



**Academic Affairs Service Statement.** Texas A&M University-Central Texas 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.** This is key for adherence as we move to the online presence. 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.

**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.

### **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 No change.**  
**Army Learning Areas**

MLSC 4302, 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-L27-29	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-L08	Army Enablers and Capabilities
MLSC 4302-L16	Platoon Leadership
MLSC 4302-L17	Expanding your Sphere of Influence
MLSC 4302-L18	Preventing Counter-Productive Leadership
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	Leadership Development (Leaders Eat Last)
MLSC 4302-L23	Secondary Responsibilities/Additional Duties
MLSC 4302-L24	Army Installation and Resources/Individual & Family Readiness
MLSC 4302-L25	Command Supply Discipline
MLSC 4302-L26	Maintenance
MLSC 4302-L31	BOLC-B Overview

**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-L03	Unified Command Plan (UCP)
MLSC 4302-L06	Operations Security
MLSC 4302-L09	Unified Land Operations I (Offense)
MLSC 4302-L10	Unified Land Operations II (Defense)
MLSC 4302-L11-12	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.

MLSC 4302-L04	Regionally Aligned Forces I: The OE in NORTHCOM / SOUTHCOM
MLSC 4302-L05	Regionally Aligned Forces II: The OE in EUROM / PACOM
MLSC 4302-L06	Regionally Aligned Forces III: The OE in CENTCOM / AFRICOM
MLSC 4302-L07	U.S. Army Organizations

## **Appendix B**

### **Learning Outcomes No change.**

**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>
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Lesson 13 15 April (Wednesday)  Lieutenants in the Brigade Combat Team	<ul style="list-style-type: none"> <li>• CADET PRE-CLASS ASSIGNMENT:                             <ul style="list-style-type: none"> <li>➤ Read MLSC4302L13 Lieutenants in the Brigade Combat Team SR.pdf</li> <li>➤ Prepare Information Paper per instructor guidance (Due: 24 February at beginning of class)</li> <li>➤ Cadets Brief the class on their Branch's Lieutenant's role in the BCT</li> </ul> </li> </ul>
Lesson 14 20 April (Monday)  Lieutenants in the Brigade Combat Team	<ul style="list-style-type: none"> <li>• CADET PRE-CLASS ASSIGNMENT:                             <ul style="list-style-type: none"> <li>➤ Read MSL402L14 Lieutenants in the Brigade Combat Team SR.pdf</li> <li>➤ Prepare Information Paper per instructor guidance (Due: 24 February at beginning of class)</li> <li>➤ Cadets Brief the class on their Branch's Lieutenant's role in the BCT</li> </ul> </li> </ul>
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<p>Lesson 19 &amp; 23 30 March (Monday)</p> <p>Initial Expectations/Respon- sibilities/Second- ary Duties</p>	<ul style="list-style-type: none"> <li>• CADET PRE-CLASS ASSIGNMENT (Lesson 19): <ul style="list-style-type: none"> <li>➤ Read AR 600-20, 6 November, 2014, Review paragraphs 4-1 through 4-4 and paragraphs 4-14 through 4-17</li> <li>➤ Read Company Command, Building Combat-Ready Teams, Advice for New Lieutenants, pp. 54 and 55,</li> <li>➤ Review Courtney, “The Successful Lieutenant”, pp. 25 through 27 and 51</li> <li>➤ Scan Army Handbook for Leadership Transitions, Center for Army Leadership, Phase I through III</li> <li>➤ Scan FM 6-22 Leader Development, 30 June, 2015, Ch 3, 4, and 7</li> </ul> </li> <li>• CADET READINGS AND PRE-CLASS ASSIGNMENTS (Lesson 23): <ul style="list-style-type: none"> <li>➤ Scan FM 6-22 Leader Development, 30 June, 2015. Review Chapter 1 and 3, Section III through IV</li> <li>➤ Review AR 600-20, 6 November, 2014. Chapter 6 Review “The Successful Lieutenant” Captain Christopher J. Courtney</li> </ul> </li> </ul>
<p>Lesson 20 &amp; 21 1 April (Wednesday)</p> <p>Your NCO Leadership/Your Relationship with your Platoon</p>	<p>CADET PRE-CLASS ASSIGNMENT (Lesson 20):</p> <ul style="list-style-type: none"> <li>• Read “NCO-Officer Relationship,” NCO Journal (Nov 2012), pp 1-8</li> <li>• Read The Officer – NCO Relationship, Words of Wisdom and Tips for Success from Senior Officers and NCOs</li> <li>• Read “The Platoon Leader-Platoon Sergeant Relationship,” Company Command: Building Combat-Ready Teams</li> <li>• Review FM 6-22 Leader Development, 30 June 2015, Chapters 1, 3, and 7.</li> </ul> <p>CADET PRE-CLASS ASSIGNMENT (Lesson 21):</p> <ul style="list-style-type: none"> <li>• Read AR 600-20, 6 November, 2014, paragraphs 4-14 through 4-17, pg. 28-29</li> <li>• Read DA PAM 600-35, 21 February 2000, Preface</li> <li>• Review DA PAM 600-35, 21 February 2000, Paragraphs 2-4 through 2-6 and 2-10 through 2-11</li> <li>• Review FM 6-22 Leader Development, 30 June, 2015. Chapters 1, 3, and 7.</li> </ul>
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	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Lesson 24 23 March (Monday)</p> <p>Army Installations and Resources and Individual &amp; Family Readiness</p>	<ul style="list-style-type: none"> <li>• CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> <li>➤ Read Army Installation/Online Resources</li> <li>➤ Review Military Installations Website</li> <li>➤ Review Army One Source Website</li> <li>➤ Review Military OneSource Website</li> </ul> </li> <li>• Review NGB Family Program Website</li> </ul>
<p>Lesson 25 25 March (Wednesday)</p> <p>Command Supply Discipline</p>	<ul style="list-style-type: none"> <li>• CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> <li>➤ Review ATP 4-42 General Supply and Field Services Operations; 14 July 2014, Chapter 2, 3, &amp; 4.</li> <li>➤ Skim AR 735-5, Property Accountability Policies; 09 Nov 2016, Chapter 2, 3, 4, 6, &amp; 7.</li> <li>➤ Skim AR 710-2, Supply Policy below the National Level; 28 Mar 2008, Chapter 1 &amp; 2 and Study Table 1-1 on page 6.</li> <li>➤ Skim DA Pamphlet 710-2-1, Using Unit Supply System (Manual Procedures), 01 Dec 2016, Chapter 3 and 9.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>➤</li> </ul>
<p>Lesson 26 6 April (Monday)</p> <p>Maintenance</p>	<ul style="list-style-type: none"> <li>• CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> <li>➤ Scan FM 6-22 Leader Development, 30 June, 2015, Chapter 3, Section I</li> <li>➤ Review AR 750-1, Army Materiel Maintenance Policy; 12 September 2013, Chapter 3, Sections I and II.</li> <li>➤ Read ATP 4-33 Maintenance Operations, 14 April 2014, Chapter 1.</li> <li>➤ Read DA Pam 750-1, Commanders' Maintenance Handbook; 4 December 2013, Chapter 2 and 5,</li> <li>➤ Review DA Pam 750-1, Commanders' Maintenance Handbook; 4 December 2013, Chapter 3 through 4.</li> <li>➤ Skim DA Pam 750-8, The Army Maintenance Management System (TAMMS) User's Manual; 22 Aug 2005, Chapters 2 and 3.</li> </ul> </li> </ul>
<p>8 April (Wednesday) Awards Recap</p>	<ul style="list-style-type: none"> <li>• Same pre-readings as Fall Semester (Available on ROTC Blackboard)</li> </ul>
<p>13 April (Monday) Counseling Recap</p>	<ul style="list-style-type: none"> <li>• Same pre-readings as Fall Semester (Available on ROTC Blackboard)</li> </ul>
<p>Lesson 27 22 April (Wednesday)</p> <p>Battle Analysis Presentations</p>	<ul style="list-style-type: none"> <li>• CADET PRE-CLASS ASSIGNMENT: <ul style="list-style-type: none"> <li>➤ Review JP 3-0, Joint Operations, August 2011, Chapter 2 and 3</li> <li>➤ Present battle analysis presentations assigned in MLSC4302L02 Introduction to Battle Analysis Assignment.docx</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>➤</li> </ul>
<p>Lesson 28 27 April (Monday)</p>	<ul style="list-style-type: none"> <li>• CADET PRE-CLASS ASSIGNMENTS: <ul style="list-style-type: none"> <li>➤ Review JP 3-0, Joint Operations, August 2011, Chapter 2 and 3</li> </ul> </li> </ul>

Battle Analysis Presentations	<ul style="list-style-type: none"> <li>Present battle analysis presentations assigned in MLSC4302L02 Introduction to Battle Analysis Assignment.docx</li> </ul>
Lesson 29 29 April (Wednesday)  Battle Analysis Presentations	<ul style="list-style-type: none"> <li>CADET PRE-CLASS ASSIGNMENTS:                             <ul style="list-style-type: none"> <li>➤ Review JP 3-0, Joint Operations, August 2011, Chapter 2 and 3</li> <li>➤ Present battle analysis presentations assigned in MLSC4302L02 Introduction to Battle Analysis Assignment.docx</li> </ul> </li> </ul>
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Lesson 33 27 April – 4 May Available Online in Blackboard	<ul style="list-style-type: none"> <li>Final Exam</li> <li>More Information TBP</li> </ul>
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Easy Schedule Version

Lesson Number	Class Subject	TAMUCT /UMHB Date	Remarks
24	Army Installation Resources, etc...	23-Mar	Mr. Daniel
25	Command Supply Discipline	25-Mar	CPT Souza
19 & 23	Initial Expectations/Responsibilities/Secondary Duties	30-Mar	2LT Schaffrin & 1SG Sidonio
20 & 21	Your NCO Leadership Your Relationship w/PLT	1-Apr	2LT Schaffrin & 1SG Sidonio
26	Maintenance	6-Apr	CPT Souza
**	Awards	8-Apr	Mr. Daniel
**	Counselings	13-Apr	Mr. Daniel
**	Lieutenants in the BCT Papers Due	14-Apr	All Cadets
13	Lieutenants in the BCT Presentations	15-Apr	Cadets Brief
14	Lieutenants in the BCT Presentations	20-Apr	Cadets Brief
27	Battle Analysis Briefs	22-Apr	Cadets Brief

28	Battle Analysis Briefs	27-Apr	Cadets Brief
29	Battle Analysis Briefs	29-Apr	Cadets Brief
33	Final Exam	27 April - 4 May	Open Online

**Appendix D**  
**Master Reference List No Change.**

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

<b><u>Number</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>	<b><u>Additional Information</u></b>
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
<b> </b>			
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
<b> </b>			
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	
<b> </b>			
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	
<b> </b>			
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	
<b> </b>			
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](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](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 No Change.**

**Participation Rubric**

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

Source: CFDC Teaching and Learning

**Battle Analysis/Staff Ride Presentations Rubric**

Areas of Assessment	Absent/Poor	Average	Excellent/Good
<p><b>1. Presentation</b> <b>Max value: 20%</b></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 all</u> questions and delivered conclusion statement <u>with confidence</u>.</p>
<p><b>2. Analysis of Historic Event</b> <b>Max value: 40%</b></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><b>3. Assessment / Lessons Learned</b> <b>Max value: 40%</b></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>

**RAF Presentation Rubric**

Presenter: \_\_\_\_\_

Date: \_\_\_\_\_

	Poor: 0% to 70%	Average: 70% to 79%	Good: 80% to 89%	Excellent: 90% to 100%
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
Central Message	Central message can be deduced, but is not explicitly stated in the presentation.	Central message is basically understandable but is not often repeated and is not memorable.	Central message is clear and consistent with the supporting material.	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)

**Outline or Slide Deck (40 points): \_\_\_\_\_ Group Presentation (60 points): \_\_\_\_\_ TOTAL: \_\_\_\_\_**

**APPENDIX H**  
**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 2020**

My class meets: Online , M/W 13:00 - 1430,

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 \_\_\_\_\_