



Writing in the Army Style



DEPARTMENT OF MILITARY SCIENCE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CAMBRIDGE, MA 02139

5 September 2006

ATOE-AMA-MI

MEMORANDUM FOR ALL MS 401 STUDENTS
SUBJECT: Military Science (MS) 401 Course Syllabus (Fall 2006)

1. References:

- a. Paul Rivera Battalion Fall 2006 Training & Academic Calendar
- b. Cadet Command Regulation 145-9
- c. Textbook: *Developmental Leadership*, 2005
- d. Paul Rivera Battalion Master Training Plan, SY 2006-2007

2. Course Purpose: This course provides an introduction to theories and practices of military leadership and organizational management necessary to succeed as an Army Officer. You will be assigned to serve as a Paul Rivera Battalion Command or Staff Officer and will apply skills and procedures required of you as an Army Lieutenant. You and your MS IV peers are responsible to provide the leadership, planning, coordination, execution, and supervision required to conduct all battalion activities and events to the degree of excellence expected of a future commissioned Army leader. This work you perform as a staff is an integral part of the course and is intended to serve as a practical in-unit leadership and organizational management. Classroom instruction will facilitate staff requirements and prepare you to complete the transition from Cadet to Commissioned Officer.

3. Course Overview: Following the Accessions process we will conduct the course in three phases, with class being held on Wednesday from 0630-0740:
Phase 1. The Staff: Function, Duties and Products
Phase 2. Military Leadership and Application
Phase 3. Leader skills and tips of the profession.

4. Course requirements and my expectations: You are college seniors, soon to be commissioned officers, engaged college level work, to include preparation for each lesson participation in class and care and diligence in your staff responsibilities. In short, your effort. I expect this effort from you because you are about to shoulder an awesome responsibility leading young Americans in peace and potentially in war. You must be the best officer you can be. Take the opportunity to learn all you can about leading training soldiers. A year or so from now you will be tested on what you have learned course when you step in front of your platoon.

Course Requirements:



DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY TRAINING CENTER AND FORT JACKSON
FORT JACKSON, SC 29327

ATZJ-CG

9 August 2004

MEMORANDUM FOR ALL MILITARY AND CIVILIAN PERSONNEL
SUBJECT: Policy Memorandum 6-4 -- Commander's Safety Policy

1. I am the Safety Officer for Fort Jackson. Commanders and Directors of Officers for their respective organizations and are directly responsible for Soldiers and civilians entrusted to them. Commanders at all levels will be responsible for protecting personnel, equipment, and facilities under their command. Eff implementation of safety and occupational health policies and the integrator management in all on and off-duty activities are crucial parts of preventing accidents.
2. Leaders will be responsible for accident prevention and must maintain a safe and occupational health rules and regulations, including the use of protective clothing and equipment provided for their protection.
3. I expect leaders to promptly evaluate and take action as required to correct hazards whether they are reported or identified through accident investigation. Leaders will initiate or support reprisal action against personnel who identify hazards, raise safety concerns, or engage in authorized safety and occupational health activities.
4. Preventable accidents are unacceptable, and leaders and soldiers are accountable for their actions. Safety is a command priority and co-exists with mission accomplishment. The preservation of lives and well-being of our soldiers and civilians are absolutely essential. Safety must be a way of life to conserve our most important resources -- our military and civilian workforce.
5. The proponent for this Policy Memorandum is the Installation Safety Office, 751-6004.

Abraham J. Turner
Abraham J. Turner
Brigadier General, U.S. Army
Commanding

DEPARTMENT OF THE ARMY
34 Heavy Brigade Combat Team
4th Infantry Division (Mechanized)
Fort Wainwright, Alaska
APO AL 99397

27 March 2006

AFZC-RU-1A

MEMORANDUM FOR RECORD

SUBJECT: Claim of [REDACTED] 86-314 468

1. **Claimant name and address:** [REDACTED] South Unit, Alaska
2. **Location date and place the accident occurred and date in file claim:** Incident occurred on 24 Dec 05, in South Unit, AK
3. **Amount of claimed filing date:** Claimant filed a claim in the amount of \$10,000, on 21 Mar 06.
4. **Character the claim and considered under and a brief description of the incident or of the injury result in the claimant's involvement:** Foreign Claims Act and Chapter 16, 48, 27-30; claim filed for compensation for death of son.
5. **Result:** CF shot and killed his son.
6. **Significance:** In order to form a basis for a claim under the FCA, the incident in question must have taken place outside the United States. In addition, the incident must be caused by either some combat activity of the United States Armed Forces or by negligent or wrongful acts of military members or civilian employees of the Armed Forces. Claims issues to be considered related.
7. **Recommended Action:** This claim is not payable under the FCA for the above memorial reasons. Consequently, the claim for \$10,000 is denied.

GPT, JA
Foreign Claims Commission

000171



BUFORD'S MESSAGE TO REYNOLDS GETTYSBURG (1863)





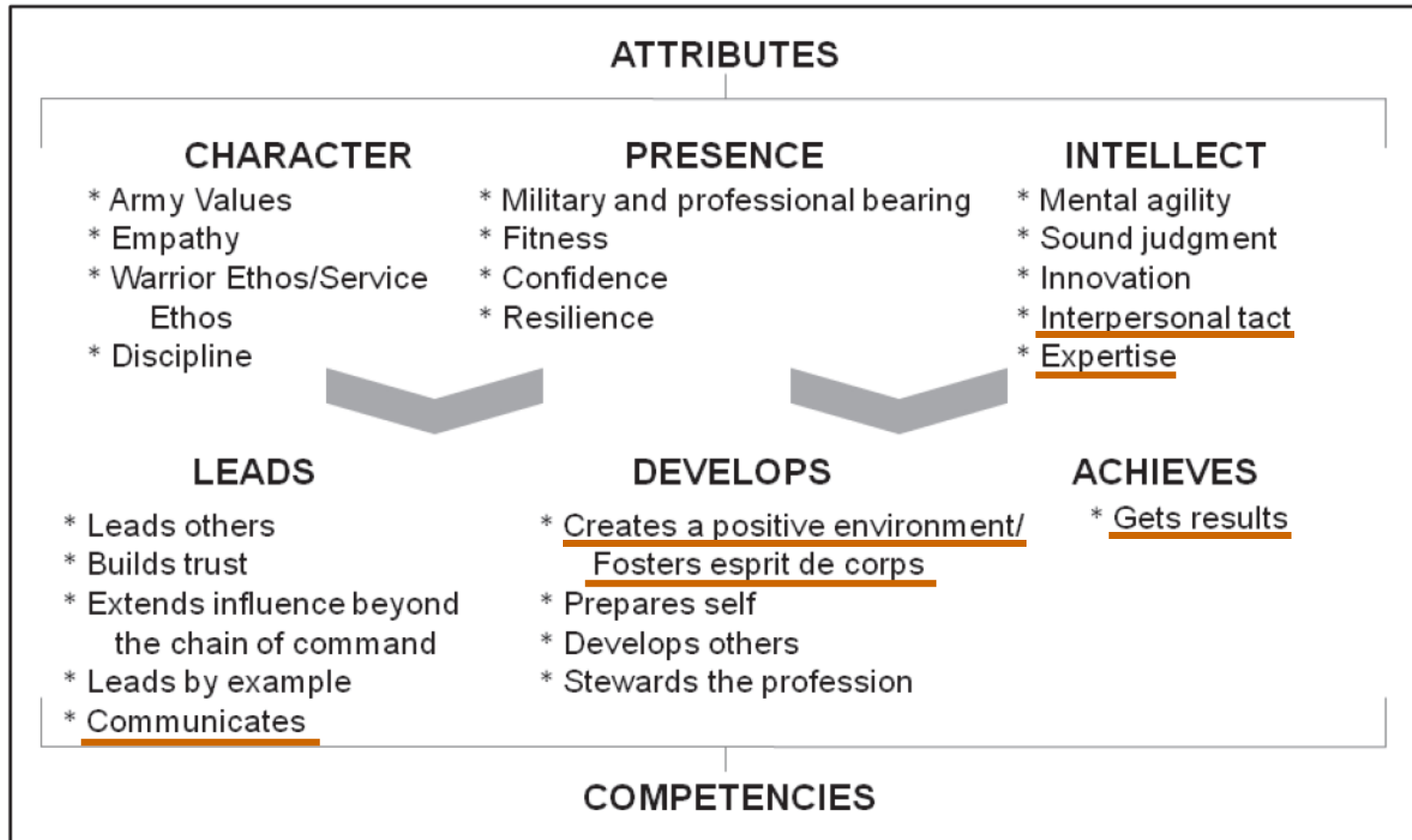
Learning Objectives

- Describe the Army writing standards IAW AR 25-50
- Explain the meaning and importance of BLUF
- Understand how to write in the active voice
- Explain the steps in the writing process



Army Leadership Requirements Model

ADP/ADRP 6-22





Army Writing Style Guide

- BLUF: Bottom Line Up Front: Put the recommendation, conclusion or reason for writing -- the bottom line -- in the first or second paragraph, not at the end
- Use the active voice
- Concise, organized, to the point
- Use correct spelling, grammar, and punctuation
- Write in the first person using “I,” “you” and “we” as subjects of sentences instead of “this office,” “this headquarters,” “all individuals,” and so forth, for most types of writing
- Convey a clear message in single, rapid reading
- Use Respectful, Professional Tone



Spell Check Poem

Spell check is only a tool and is not infallible, AR 25-50

The Spelling Chequer (or poet tree without mist takes)

Eye have a spelling chequer
It came with my pea sea
It plainly marks four my revue
Miss steaks eye cannot see

Each thyme when I have struct the quays
Eye weight four it two say
If watt eye rote is wrong or rite
It shows me strait a weigh

As soon as a mist ache is maid
It nose bee fore too late
And eye can put the error rite
Eye really fined it grate

I've run this poem threw it
I'm sure your policed to no
It's letter perfect in its weigh
My chequer tolled me sew

- Author Unknown



Army Writing Standards Bottom-Line-Up Front (BLUF)

- Straight to the Point
- Clear and Concise
- Explain Reasoning After BLUF



Active Voice

- ❑ It is a stronger form of expression because it indicates the Agent and shows the action
- ❑ It states the action in fewer words
- ❑ It prevents confusion about the actor. Use of “I” and “We; the first person takes responsibility for the action
- ❑ **PASSIVE** - The subject of the sentence names the receiver of the action.
- ❑ **ACTIVE** -The subject of the sentence names the receiver of the action

PASSIVE = RECEIVER ---VERB --- DOER

All weapons will be zeroed before qualification.

ACTIVE = DOER --- VERB --- RECEIVER

All qualifiers will zero their weapons before qualification.



Active Voice (cont.)

- NOT: Three teams were formed...
 - BUT: LTC Jones formed three teams...
- NOT: A TDY is requested by...
 - BUT: LTC Jones requests a TDY...
- NOT: The M4 was fired by PFC Smith...
 - BUT: PFC Smith fired the M4...
- NOT: The M4 was fired by PFC Smith...
 - BUT: PFC Smith fired the M4
- NOT: The HMMWV was wrecked by PVT Jones.
 - BUT: PVT Jones wrecked the HMMWV



Practical Exercise

Instructions:

- 1) Divide the class into groups of 3-5 Cadets.
- 2) Distribute PE to each group
- 3) Have the groups review the PE and determine and rewrite the sentence into active voice if applicable.
- 4) Allow Cadets 3-5 minutes to complete the PE
- 5) Have one Cadet from each group present and explain their responses



The Elements of Effective Writing

- ❑ **Substance** – Control and support of your idea; most important element
- ❑ **Organization** – clear and concise; flow
- ❑ **Style** – format, vocabulary, “package”
- ❑ **Correctness** – grammar, spelling



Five Step Writing Process # 1

Step 1: Research - Research is the gathering of ideas and information. This is the step where you answer the "who, when, where, what, and how of the issue". Since we gather information in different ways, you must find the system which best suits you and your task. Ensure you document your sources.



Five Step Writing Process # 2

Step 2: Plan- The planning step is where you take all the information you've gathered and put it into a logical order. Start by placing your ideas into groups. Then order your groups in the way that best supports your task. The product that results is the outline.



Five Step Writing Process # 3

Step 3: Develop a Draft- The draft is the bridge between your idea and the expression of it. Write your draft quickly and concentrate only on getting your ideas down on paper. Don't worry about punctuation and spelling. Use your outline to develop your draft.



Five Step Writing Process # 4

Step 4: Revise- Revising is looking at the material through the eyes of your audience. Read the paper as if you have never seen it before. Find where you need to put in transitions; look for places that need more evidence. This will help you decide if you need to add enclosures or add information depending on the type of written product you are developing.



Five Step Writing Process # 5

Step 5: Proof- Now you are ready to proof your draft. At this point concentrate on the format, grammar, mechanics, and usage. You may want to have someone else read it. Sometimes others can find errors you can't because you are too close to the product. When you finish, write the final version, making the corrections.



The Standard

ELEMENTS	PROCESS	STANDARD
<p>Substance Organization</p>	<p>Step 1 - Research Step 2 - Plan Step 3 - Draft</p>	<p>Transmits a clear message in a single rapid reading...</p>
<p>Style Correctness</p>	<p>Step 4 - Revise Step 5 - Proof</p>	<p>...generally free of errors in grammar, mechanics, and usage</p>



Written Communications

Major Types

- Memorandums
- Operations Orders (OPORDs)
- Endorsements





Types of Memorandum

- Formal Memos
 - External to HQ, Command, Installation or DOD
 - Personnel actions
 - Appreciation and Commendations
- Informal Memos
 - Internal to HQ, Command, Installation, or DOD
- Special Purpose Memos
 - Memorandum of Understanding (MOU)
 - Memorandum of Agreement (MOA)
 - Memorandum for Record (MFR)



Memorandum Format AR 25-50, Chaps, 2-4

Heading

Heading: Five elements

- Office symbol
- Date
- Suspense date
- MEMORANDUM FOR line
- Subject line

Body

Body:

Begin the memorandum with a short, clear purpose sentence. Put the recommendation, conclusion, or most important information (the main point) next. (Some writing combines the purpose and the main point.)

Clearly separate each major section. Use paragraphs, headings, or sections. When appropriate, a point of contact (POC) line will be the last paragraph of the body of the correspondence.

Closing

Closing: Major elements are the-

- Authority line
- Signature block
- Enclosure listing



Take Home Quiz

- Work alone

- Rewrite the statements on each handout using the Army writing style

- Write a memorandum according to instructions on the quiz sheet



Closing

Review Learning Objectives

- Explain the meaning and importance of BLUF
- Understand how to write in the active voice
- Describe the Army writing standards IAW AR 25-50
- Explain the steps in the writing process

Questions

Next Lesson:

Subsequent Lesson:

CADET POST-CLASS ASSIGNMENT

- Complete Quiz and turn in prior to next class