DEPARTMENT OF THE ARMY
UNITED STATES ARMY NONCOMMISSIONED OFFICER ACADEMY
SENIOR LEADER COURSE (SLC)
FORT SILL, OKLAHOMA 73503

ATSF-WD 23 JULY 2013

MEMORANDUM FOR SLC STUDENTS

SUBJECT: Research Paper Guidelines

1. **Purpose:** Senior Noncommissioned Officers are required to write two essays while in SLC; one essay on a Cultural Awareness topic and the other on Branch History and Battle Analysis Methodology in order to complete the SLC TRADOC requirements for each of these areas IAW writing and correspondence. These writing projects will enable NCOs to develop their research and writing skills to become more effective leaders. This policy will outline guidelines with how each of these essays will be written and detailed instruction on those topics and ideas.

2. **Essay Guidelines.** Prepare two essays, each 3000-5000 words in length, using the Modern Language Association (MLA) format/writing style. The essays will include the following in this order:

1. Title Page
2. Formal sentence outline (your outline must contain at least four supporting ideas with at least two subtopics for each supporting idea)
3. Final draft
4. Works cited page (a list of research from at least four different sources)
5. Clarity index (see clarity info page)
6. Mind Mapping
7. Grouping
8. Final work turn in vie Email or on Disk

General Guidelines

- Conduct library/internet research; only 40% of the essay is work cited from the research and no Wikipedia is allowed. 60% of the essay must be your own thoughts, ideas, and analysis.
- Type your essay on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper and use Times New Roman font with a font of 12 pt.
- Leave two spaces after periods and one space after other punctuation marks (unless otherwise instructed by your instructor).

- Set the margins of your document to one-inch on all sides. Indent the first line of a paragraph one half-inch (five spaces or press tab once) from the left margin.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use either italics or underlining throughout your essay for the titles of longer works and, only when necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page.

Formatting the First Page of Your Paper (not the Title Page)

a. In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
b. Double space again and center the title. Don't underline your title or put it in quotation marks; write the title in Title Case, not in all capital letters.
c. Use quotation marks and underlining or italics when referring to other works in your title, just as you would in your text, e.g.,
    a. Fear and Loathing in Las Vegas as Morality Play
    b. Human Weariness in "After Apple Picking"
d. Double space between the title and the first line of the text.
e. Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin.

3. Clarity Index. When Microsoft Word finishes checking spelling and grammar, it can display information about the reading level of the document, including the following readability scores. For your essay, your documents should contain no more than 10 percent passive sentences in order to receive a satisfactory rating. The Flesch Reading Ease score rates text on a 100-point scale; the higher the score, the easier it is to understand the document. For your document, the standard is a score of approximately 40-60 in order to receive a satisfactory rating. The Flesch-Kincaid Grade Level score rates text on a U.S. grade-school level, for example, a score of 8.0 means that an eighth grader can understand the document. For your documents, the standard is a grade level of approximately 10.0 to 13.0 for a satisfactory score.

SUBJECT: Essay Guidelines

a. COUNTS
   1) Words_____
   2) Paragraphs_____
   3) Sentences_____

b. AVERAGES
   1) Sentences per Paragraph_____
   2) Words per Sentence_____

c. READABILITY
   1) Passive Sentences_____
   2) Flesch Reading Ease_____
   3) Flesch-Kincaid Grade Level_____

4. Evaluation. Your essays are evaluated on mind mapping, use of active voice, structure, outline, controlling idea, spelling/punctuation, and its clarity. In order to receive an overall superior score, you must receive at least a superior rating in 6 of 7 categories. In order to receive an overall satisfactory score, you must receive at least a satisfactory in 6 of the 7 categories.

5. Information can also be obtained from "A Guide for Writing Research Papers Based on Modern Language Association" to assist in writing your essays:

(MLA) Documentation http://www.ccc.commnet.edu/mla/index.shtml

Writing a Research Paper http://owl.english.purdue.edu/owl/resource/658/01/

Guidelines for Research Papers http://www.auburn.edu/~burnsma/papers.html

6. The following assignments are due on the listed dates:

a. Cultural Awareness Essay (Individual project); turned into SGL IAW training schedule.
b. Battle Analysis Methodology Paper turned into SGL IAW training schedule.

These dates are final and non-negotiable, so plan accordingly. All papers are due to SGLs IAW training schedule of the relevant day. Use of plagiarism could result in negative counseling and removal from Honors consideration at SLC and possible dismissal from the course. Any questions regarding plagiarism should be addressed prior to final submission of any work.

7. Cultural Awareness Guidelines and Topics.

a. The goal for this essay is to meet TRADOC and the Fires Center of Excellence Commanding General's intent of implementing Cultural Awareness training into NCOES using the following goals as set by TRADOC:

- Cultural Expertise – Culture professionals and leaders who possess an advanced level of cross-cultural competence pertaining to a specific geographic area. These Soldiers will be able to evaluate and synthesize terms, factors, concepts, and regional information into plans, programs, and advice to commanders.

- Cultural Understanding – Soldiers and Leaders, who will be able to apply relevant terms, factors, concepts and regional information to their tasks and missions, as well as analyze situational requirements.

- Cultural Awareness - Soldiers who have foundational cross-cultural competence with comprehension and knowledge to identify and describe key terms, factors, and concepts associated with culture fundamentals and cultural self awareness.

b. Objectives.

- Provide Soldiers with a program that allows them to explore the focus of American culture, culture abroad, religion, the Operating Environment, understanding values and belief systems, and social norms of other cultures, and the tactical application of cultural awareness.

- Train Soldiers toward cultural competency, exploring how actual behaviors are implemented into tactical planning and operations as applied towards cultural awareness, to include joint operations.

- Research Paper Considerations (these options may be identified by the SGL's to the students):

Considerations:

- Explain the major characteristics that define a culture in a particular region.
- Describe how those characteristics should be considered in the planning and execution of company-level operations.
- Define the cultures in the joint, interagency, multinational (JIIM) community.
- Describe the common culture characteristics of one culture in the JIIM community.
- Describe how the selected JIM culture is similar and/or dissimilar to the US Army's culture.
- Describe how consideration of cultural characteristics can or should affect unit operations.

c. Possible Essay Topics. The intent is to focus on a discreet set of regions and countries that are expected to be of strategic relevance for operations and regionally aligned force in the future.

8. Battle Analysis Methodology Paper.

a. The goal for this essay is to assist in the goal of Instruction of Military History in order to produce leaders in military history as the basis for decision making. The context for the research paper introduces historical methods, historical analysis, and application of contextual thinking in order to develop and sustain historically minded Soldiers capable of bringing historical perspective to contemporary military problems.

b. Objectives.

- Stimulate an interest in continuous study of military and branch history beyond the classroom through individual reading programs, to assist future leaders in forming mature judgments about the profession of arms and continued professional development.

- Research paper will be sequential and progressive in nature and focus on battle analysis methodology and its role in military operations.

c. Guidelines for a Branch History & Battle Analysis Methodology Essay. The following serves as a guide in which to research, outline, draft and type your final essay.

1. Define the Subject- Identify Event (Determine where, who and when)

2. Review the Setting (Set the Stage)
a) **Strategic/Operational Overview.** Produce a brief background up to the battle to be analyzed.
i. Identify the war in which this battle was fought to include the time frame and areas covered.
ii. Objectives of the principle antagonists. What were the intentions of the principles?
iii. Briefly overview the campaign. What were the events leading up to this battle?

b) **Area of Operations-**Study the area of operations. Look at weather and terrain. What was the impact of weather? Which side gained an advantage from the terrain?

c) **Compare Forces-** Determine the strengths and weaknesses of opposing forces.
i. **Size and composition.** How many units? Troops? Major weapons systems? How were they organized?

ii. **Doctrine and training.** Was tactical doctrine understood and used? What was the level of training and experience?

iii. **Logistics.** Did either side have an advantage in supplies and transportation?

iv. **Intelligence.** What types of intelligence assets were available to the antagonists (human-spot reports from front-line troops, information from deserters and spies), imagery (photo reconnaissance), and signals (ranging from flags to GPS)? How did intelligence figure into planning?

v. **Condition and morale**. How high (or low) was morale at the beginning of the operation? Did it change over time? If so, what caused the change? Did leadership affect morale for better or worse?

vi. **Command, control, and communications.** How effective was each side's command and control system? How did communication (or lack of it) affect the operation?

vii. **Leadership**. How experienced and effective were leaders? What were their leadership styles?

d) State the Mission & Describe Initial Disposition.

i. State the missions of the opposing forces. Briefly state the objectives for each force, such as seizing and holding key terrain, partial or total destruction of the opposing forces etc. What plans were undertaken to achieve the objective? Did other options exist to achieve the mission other than those undertaken?

ii. Describe the initial disposition of forces. What were the locations and strengths of the opposing units? How were forces deployed? Which units were selected to lead the attack or defense?

3. Describe the Action

a) Encompass what might be thought of as the traditional approach to operational military history; that is, taking a normally chaotic event or series of events and attempting to impose order to be able to understand what happened.

b) Describe the opening moves of the battle, campaign, or operation. Briefly examine the initial actions by each side. Did one side accrue an advantage in the opening phase? Was the opening phase important to the overall outcome?

c) Detail the major phases. The key objective is to look for events or decisions that shifted the course of battle toward one side, or otherwise affected the outcome.

d) State the outcome. Review the course of the operation and decide if there was a clear victor, if one side came out with some advantage, or if the operation produced no clear advantage to either side. Did either side achieve its objectives? What were losses to

personnel and equipment? What was the immediate and long term impact of this operation on the larger campaign, war, or other event under study?

4. Assess the Significance

a) Determine what lessons and insights can be drawn from the study that may help military professionals understand the nature of military operations.

i. Why did events turn out the way they did?

ii. What is relevant about this study to current operations?

b) Cause and Effect. Examine the battle or operation by establishing cause and effect.

i. Who won? Who lost? Is determination of victory or defeat possible, or even meaningful?

ii. What were the constants that affected the outcome?

c) Relevance. The following areas can be used to identify the relevance or insight of the battle or operation: Principles of War, Threads of Continuity, and War Fighting Functions. You may find that factors affecting the battle or operation in the past may or may not be relevant to the present; identify why or why not.

9. POC for this memorandum is the undersigned at (580) 442-2619.

JAMES H. PLATT
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SLC School Chief