Co-curricular Program Based Learning Outcomes Nomination Form

Criteria to include when nominating a co-curricular program with embedded learning outcomes:
- Program name and Department.
- Participant capacity (is there a set participation limit?)
- Narrative description of which embedded learning outcomes are addressed, and how.
- Description of learning activities to be used to achieve the learning outcomes.
- Description and specific examples of assessment methods used.
- Description of how the assessments will be used to determine if the criteria for the learning outcomes have been met.
- Description of how program experiences and assessment methods will be consistent from year to year and from section to section if multiple sections are used.
- Evidence of support by the department nominating the program.

<table>
<thead>
<tr>
<th>Name of Department/Unit nominating the program</th>
<th>Air Force ROTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the Program or Activity being nominated</td>
<td>Air Force ROTC Oral Communication</td>
</tr>
<tr>
<td>Targeted group of students (or is it open to all Purdue students?)</td>
<td>Cadets and any students attending academic Air Force classes</td>
</tr>
<tr>
<td>Participant capacity (students/year)</td>
<td>None</td>
</tr>
<tr>
<td>Activity offering frequency</td>
<td>☒ Fall</td>
</tr>
<tr>
<td></td>
<td>☐ Spring</td>
</tr>
<tr>
<td></td>
<td>☐ Summer</td>
</tr>
<tr>
<td>Embedded learning outcomes addressed in the nominated program/activity</td>
<td>☐ Creative Thinking</td>
</tr>
<tr>
<td></td>
<td>☐ Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>☐ Ethical Reasoning</td>
</tr>
<tr>
<td></td>
<td>☐ Global Citizenship and Social Awareness</td>
</tr>
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<td></td>
<td>☐ Intercultural Knowledge</td>
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<tr>
<td></td>
<td>☐ Leadership and Teamwork</td>
</tr>
<tr>
<td></td>
<td>☐ Quantitative Reasoning</td>
</tr>
<tr>
<td></td>
<td>☐ Integrative Knowledge</td>
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<tr>
<td></td>
<td>☐ Written Communication (levels 2 and/or 3)</td>
</tr>
<tr>
<td></td>
<td>☐ Information Literacy (levels 2 and/or 3)</td>
</tr>
<tr>
<td></td>
<td>☒ Oral Communication</td>
</tr>
</tbody>
</table>

Please describe the specific assessment methods by which it will be determined Each student in our academic classes has at
If the student has completed the program/activity to a level of success that indicates achievement of this learning outcome. (Remember: It is not the program that achieves the learning outcome, but the student demonstrates achievement of the outcome by successful completion as measured by the assessment.)

<table>
<thead>
<tr>
<th>How will you ensure students receive a consistent degree of engagement with the program/activity and an equitable opportunity to achieve the embedded learning outcome(s) across multiple offerings/sections?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must complete the brief as part of their class work (10-40% of overall grade each semester). Failing to do so will not only hurt the student’s grade, but also reflect poorly on their ability to be a future U.S. Air Force Officer. Additionally any cadet unable to maintain at least a &quot;C-&quot; in an Air Force class will have administrative action taken against them. A continued trend of poor performance may lead to eventual removal from the program. Thus if a cadet wishes to stay in the program, they must complete the briefs satisfactorily, ensuring the will meet the Oral Communication embedded outcome.</td>
</tr>
</tbody>
</table>

Please attach documentation for the nominated program/activity that illustrates how the learning outcome(s) and its associated performance criteria (see VALUE rubrics) will be achieved by successful completion of the nominated program/activity.

Submitted by:

Name: Capt Nivien Sathasivam  
Department: Air Force ROTC

Signature of department head/director recommending that this program/activity be considered for approval as meeting an embedded outcome of the Outcomes-based Core Curriculum  
-Col Seth P. Bretscher
Fall-AS 100—Lecture 1
Session Description: One lecture that focuses on Air Force briefing style. The class demonstrates the minimum content and generic structure of an Air Force brief.

Learning Objective:
- Understand a basic Air Force briefing structure
- Gain comfort with speaking in front of an audience
- Understand basic effective delivery methods

Assessment Procedure:
- One 3-5 minute impromptu brief introducing that individual

Performance Evaluation Criteria
- Informal feedback addressing basic things to work on for future briefings

Spring-AS 100—Lecture 1
Session Description: One lecture, reiterates from the previous semester Air Force briefing format. Focuses on both verbal and non-verbal attributes of a brief (pitch, volume, hand gestures, non-verbal cues). Builds on verbal communication uses of the Tongue & Quill. Introduces 7 basic steps of communication.

Learning Objective:
- Understand the use of the verbal communication section of the Tongue & Quill
- Understand proper formatting, introductions and conclusions in a PPT brief
- Understand 7 basic steps to effective communication

Assessment Procedure:
- One 10 minute briefing on an Air Force magazine article.

Performance Evaluation Criteria
- Refer to Form 6 for performance evaluation criteria
- 37.5% of final class grade based on brief

Fall-AS 200—Lecture 1
Session Description: One mini lecture that reintroduces Air Force briefing format. Focuses on consistency in PPTs in terms of formatting and content. Additionally focuses on proper introductions, conclusions and briefing styles when the topic is technical.

Learning Objective:
- Understand proper formatting, introductions and conclusions in a PPT brief
- Applying brevity with a very complicated and technical topic
- Use of proper research sources that focus on U.S. Air Force systems

Assessment Procedure:
- One 4-5 minute brief on a U.S. Air Force weapon system

Performance Evaluation Criteria
- Refer to Form 6 for performance evaluation criteria
Spring AS200—Lecture 1
Session Description: One mini lecture focusing on briefing content. Addresses how to present on less quantifiable items such as leadership characteristics

Learning Objective:
- Understand proper formatting, introductions and conclusions in a PPT brief
- Applying brevity with a large content topic

Assessment Procedure:
- One 4-5 minute briefing on a leader and the leadership characteristics they display

Performance Evaluation Criteria
- Refer to Form 6 for performance evaluation criteria
- 25% of final class grade based on brief

Fall AS300—Lecture 1
Session Description: One lecture focusing on a more in depth look at informative briefings. Also addresses how to cater to your audience.

Learning Objective:
- Understand proper formatting, introductions and conclusions in a PPT brief
- Understand how to plan, organize and implement brief
- Become familiar with future Air Force career field of interest
- Increased comfort with extended briefings

Assessment Procedure
- One 12-14 min brief on an Air Force career field

Performance Evaluation Criteria
- Refer to Form 6 for performance evaluation criteria
- 30% of final class grade based on brief

Spring AS300—Lecture 1
Session Description: Lecture reiterates previous semester topics with focusing on an informative brief. Also continues to address catering to your audience.

Learning Objective:
- Understand how to plan, organize and implement brief
- Become familiar with future Air Force or DOD organization
- Increased comfort with extended briefings

Assessment Procedure
- One 14-16 min brief on an Air Force or DOD organization.

Performance Evaluation Criteria
- Refer to Form 6 for performance evaluation criteria
- 30% of final class grade based on brief
Fall AS400—Lecture 1
Session Description: Lecture refreshes briefing requirements. No new information is presented here, just focuses on establishing the requirements for the briefing.

Learning Objective:
- Increased comfort with longer informative briefings

Assessment Procedure
- One 20-25min briefing on a national security topic in a specific region

Performance Evaluation Criteria
- Refer to Form 6 for performance evaluation criteria
- 25% of final class grade based on brief

Spring AS400—Lecture 1
Session Description: Specific lecture purely focusing on advocacy briefings with in the Air Force and the standards associated with advocacy briefs.

Learning Objective:
- Understand how to deliver an advocacy brief

Assessment Procedure
- One 15min brief advocating a specific topic pertaining to the Air Force currently

Performance Evaluation Criteria
- Refer to Form 6 for performance evaluation criteria
- 20% of final class grade based on brief

Year 4
BRIEFING GRADE SHEET

COMPLETED BY STUDENT

NAME OF STUDENT

DATE

☐ Advocacy Briefing  ☐ Informative Briefing

CLASS

☐ Practice Briefing  ☐ Remake Assignment

SQUADRON

FLIGHT

SOURCES 1 2

COMPLETED BY EVALUATING OFFICER

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>U</th>
<th>S</th>
<th>O</th>
<th>U</th>
<th>S</th>
<th>O</th>
<th>U</th>
<th>S</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>No greeting; failed to introduce self; didn't state topic/position and main points</td>
<td>Stated topic/position and main points; may have introduced self or greeted audience</td>
<td>Greeted audience, introduced self; stated topic/position and overview of main points</td>
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<td>LS</td>
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</tr>
<tr>
<td>BODY</td>
<td>Little or no information; poor support of main points; inaccurate information; awkwardly used; inadequate sources (less than 2 sources)</td>
<td>Adequate development; basic information; supports main points; adequate sources (title/date)</td>
<td>Comprehensive development; extensive information; strong support for main points; skillfully incorporated sources</td>
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<td>LS</td>
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</tr>
<tr>
<td>ADVOCACY (If Required)</td>
<td>Argument unclear or unconvincing; reasons lacked credibility or validity, conclusion doesn't follow reasons</td>
<td>Credible and valid reasons, conclusion follows directly from reasons, argument clear and easy to follow</td>
<td>Compelling and convincing reasons, argument extremely clear and direct, opposing arguments anticipated and refuted</td>
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<td>LS</td>
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<td>O</td>
<td>LS</td>
<td>S</td>
</tr>
</tbody>
</table>
| CONCLUSION | Failed to state topic/position and main points; introduced new information or rebriefed; didn't say "this concludes my briefing, are there any questions?" | Restated topic/position and main points; may have asked for questions or concluded briefing | Stated topic/position and main points; closed by stating, "this concludes my briefing, are there any questions?"
| LS | S | HS | O | LS | S | HS | O | LS | S | HS | O |
| VERBAL EXPRESSION | Articulation or pronunciation problems; several vocalized pauses; grammar errors; too soft/loud; monotone; lacked emphasis; no variety; too slow/fast; artificial; lacked confidence | Some articulation or pronunciation problems; some vocalized pauses; good volume; pitch varied; good rate; appropriate emphasis and variety; confident | Good articulation and pronunciation; no vocalized pauses; appropriate volume; spontaneous pitch; varied rate; dynamic emphasis; extremely confident |
| LS | S | HS | O | LS | S | HS | O | LS | S | HS | O |
| DELIVERY | Inappropriate movement; rocking, swaying; nervous; consistently gripped or leaned on lectern; mechanical; inappropriate gestures; planned or mechanical gestures, or lack of gestures; "dead pan" or overly contorted expression hindered presentation | Movement coordinated with dialogue; natural; some appropriate gestures; aided presentation; appropriate facial expression | Used movement to aid presentation; captured attention or added emphasis; appeared natural and comfortable; gestures appeared natural and spontaneous; consistently supported verbal message with hand and arm gestures and good facial expression |
| LS | S | HS | O | LS | S | HS | O | LS | S | HS | O |
| EYE CONTACT | Missing; looked over heads, looked down or ignored listeners, darted, stared; focused on visual aids or notes | Inclusion of most listeners; few references to notes, evenly distributed | Direct and impartial throughout; inclusion of all listeners; no distracting reference to notes (exception--quotes); aided delivery and enhanced credibility |
| LS | S | HS | O | LS | S | HS | O | LS | S | HS | O |
| CLARITY | Main points are not related to purpose and each other; organization not clear; lacking or weak transitions; less than 2 main points | Main points related to purpose and each other; organization was adequate; used mechanical transitions; adequate number of main points | Skillfully related the main points to the purpose and each other; organization aided listeners understanding and retention; used good transitions throughout which aided flow and helped listener |
| LS | S | HS | O | LS | S | HS | O | LS | S | HS | O |
| ORGANIZATION | Inappropriate color, font, pictures, graphics; multiple or major slide errors, distracted listeners | Some appropriate color, font, pictures, graphics to aid listeners; minor slide errors | Kept audience focused; color, font, pictures, graphics contributed to the listener's understanding of subject; no slide errors including spelling and grammar |
| LS | S | HS | O | LS | S | HS | O | LS | S | HS | O |
**MANDATORY REQUIREMENTS**

<table>
<thead>
<tr>
<th>MET OBJECTIVE:</th>
<th>U</th>
<th>S</th>
<th>O*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented information in a factual manner, did not advocate a position (Info Brief), advocated position (Advocacy Brief)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time _______ : _______ (5-9 minutes for Info/Advocacy Brief) (5-7 minutes for AMS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared Briefing (IAW AFH 33-337)</td>
<td>Informative Briefing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Conduct (Prepared, appropriate comments/language, maintained composure)</td>
<td>Advocacy Briefing (if required)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL GRADE**

<table>
<thead>
<tr>
<th>Informative Briefing</th>
<th>Advocacy Briefing (if required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>U 0-7 LS 8-14 S 15-25 HS 26-30 O* 31-36</td>
<td>U 0-9 LS 10-16 S 17-27 HS 28-34 O* 35-40</td>
</tr>
</tbody>
</table>

* To obtain an overall OUTSTANDING, the total points must include a SATISFACTORY in each category.

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EVALUATING OFFICER SIGNATURE

REVIEWING OFFICER SIGNATURE (If Required)

DATE

DATE

EVALUATING OFFICER SIGNATURE BLOCK

REVIEWING OFFICER SIGNATURE BLOCK (If Required)

STUDENT INITIALS

DATE

I have read and understand the comments regarding my performance.

I do / do not wish to make a written statement.
YEAR 1-AS 100
MEMORANDUM FOR ALL AS100 STUDENTS

FROM: Major Michael A. Miller
       AFROTC Detachment 220
       812 3rd Street
       West Lafayette, IN 47906-2006

SUBJECT: AFT 110 Syllabus

1. Welcome to Air Force Reserve Officer Training Corp (AFROTC) and AFT 110, The Foundations of the United States Air Force! The AFROTC Staff is here for one purpose— to commission the best officers possible. To achieve that goal, we want to do whatever we can to make your time in AFROTC rewarding, exciting, motivating, and successful. I realize most of you have not made a commitment to the U.S. Air Force, and part of our curriculum is designed to help you make a decision on if this is the right path for you. Over the next semester, I want to get to know you, and along the way I will give you some insight into what it will be like to become an officer in the U.S. Air Force. I am available to help you, to answer questions, and to offer advice. Feel free to schedule an appointment to see me. The guidelines below will help you be successful in this course.

2. Course Description: AFT 110 will cover topics including: AF Dress and Appearance, Customs and Courtesies, Career Opportunities, Air Force Installations, Air Force Benefits, and Leadership. This is a survey course intended to give you an overview, rather than an in-depth knowledge of topics covered. AFT 111 (Leadership Lab taught on Thursdays) is only mandatory for all AFROTC cadets. It complements this course, but is not considered in your grade (it is graded separately on a pass/fail basis.)

3. Course Objectives:
   a. Know the career opportunities available
   b. Know the benefits afforded an Air Force member
   c. Know and develop productive life skills
   d. Demonstrate basic oral and written communication skills

4. Course Delivery Method: This class will be primarily an informal lecture for presentation of course material. There will also be lessons throughout this course when class participation through a guided discussion will be used to explore and understand course material.

5. Required Materials: This course requires the following materials (online):
   The Tongue and Quill (AFH 33-337 dated 1 August 2004) – the location in online: http://www.e-publishing.af.mil/shared/media/epubs/afh33-337.pdf
The materials listed above will be provided free of charge. Additionally, Air Force uniforms are provided free of charge.

6. Instructor Information:

   Instructor: Major Michael A. Miller  
   Office: Armory Building, Room 226  
   Office Hours: M-F 0900-1600, appointments recommended  
   Office Phone: 765-494-2053  
   Cell Phone: 618-560-3516; Please do not call after 2300 unless there is an emergency

The briefing slides are available on Blackboard

7. Class Meeting Times/Locations are listed below (unless otherwise indicated or the instructor informs you):
   
   Tuesdays, 0930 – 1020, Room #101 in the Armory building  
   Wednesdays, 1030 – 1120, Room #102a in the Armory building  
   Thursdays, 0930 – 1020, Room #101 in the Armory building

   See attachment (Fall Schedule) for details during holidays/breaks.

8. Grading Procedures:
   a. Your letter grade will be determined by the percentage of total points you have earned during the semester:

      90 - 100% = A (360 to 400 points)  
      80 - 89% = B (320 to 360 points)  
      70 - 79% = C (280 to 320 points)  
      60 - 69% = D (240 to 280 points)  
      0 - 59% = F (240 or less points)

9. Graded Work:
   a. Your work will be weighted as follows (shown as a percentage and associated points):

      | Component                     | Percentage | Points   |
      |-------------------------------|------------|----------|
      | Exam 1                        | 25%        | (100)    |
      | Exam 2                        | 25%        | (100)    |
      | Writing Assignments           | 20%        | (80)     |
      | Briefing/Presentation         | 20%        | (80)     |
      | Class Participation/Attendance| 10%        | (40)     |
      | **Total**                     | **100%**   | **(400)**|

b. There will be two non-comprehensive exams based on your readings and class discussion. These will include multiple-choice & true/false questions.

c. The writing assignment is designed to help you learn more about the Air Force culture and to practice Air Force writing styles. The assignment is to write a bullet background paper on an article from the Air Force Magazine that catches your interest. All article selections must be approved by me before 13 September 2013. Use the format prescribed in the Tongue and Quill (T&Q) on pages 211-212. The paper is worth 80 points. Proper bullet background format is the main focus of this assignment as well as learning about the Air Force.
paper is due via blackboard 10 November by 2359 (just before midnight). Articles to choose from can be found here: http://www.airforce-magazine.com/MagazineArchive/Pages/default.aspx. I am more than happy to review and help with formatting as long as you request my inputs at least 1 week before the due date.

10. Reading Assignments: You are not prepared for class if you haven’t done the assigned readings before you arrive. The readings are listed with the schedule below.

11. Lesson Objectives and Samples of Behavior: Objectives and samples of behavior are also listed at the beginning of each lesson in your text book. They will help you focus your attention for reading assignments, class preparation, and examinations. The objectives and samples of behavior are where all test questions come from.

12. Class Attendance: You are expected to attend all class sessions. Excused absences are possible if you talk with me prior to class. **Students must attend 80% of all scheduled classes to earn a passing grade (including “Academic Only” students).** Dropping below 80% attendance will result in a failing grade for the course unless extenuating circumstances apply. Regardless of the reason for the absence, cadets are responsible for all material covered in class.

   a. If you are absent from a class, you are required to submit a Memorandum for Record (format T&Q page 183, 195) that lists and answers the samples of behavior you missed for that lesson. A template is posted on blackboard. Failing to turn in the memo at the next class period will reduce your class participation by 5 points for each occurrence and is part of my evaluation of your ability to be a reliable officer candidate.

13. Term and Form 48 Interviews: All cadets must meet with me for term interviews by **25 October 2013**. We will review your form 48 and discuss your academic plan and your interest in Air Force ROTC, and I can answer questions you might have about the program. Sign-up times will be outside my office; please stop by to sign up. Uniforms are not required for your term interview.

14. Class Decorum: You will conduct yourself professionally as officer candidates at all times. The class will be called to attention when I enter (or exit). Uniform wear in class is mandatory for all cadets once you have been issued your uniform and had time to get it tailored. If you do not have your uniform yet or are not a cadet, please wear dress slacks and shirt with your hair within Air Force regulations.

15. There will be no food allowed in class, but you may bring covered drinks.

16. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. This information will be sent out to the class via Blackboard or email.

17. I’m excited and honored to teach this course, for many of you will become the next generation of Air Force leaders.
# AFT 110 FALL 2013 Schedule

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Week of:</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19 Aug 13</td>
<td>Welcome/Course Overview/Class introductions</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>26 Aug 13</td>
<td>Introduction to ROTC</td>
<td>AS 100 Textbook pg 4-14</td>
</tr>
<tr>
<td>3</td>
<td>02 Sep 13</td>
<td>Department of the Air Force</td>
<td>AS 100 Textbook pg 16-30</td>
</tr>
<tr>
<td>4</td>
<td>09 Sep 13</td>
<td>Dress and Appearance</td>
<td>AS 100 Textbook pg 31-54</td>
</tr>
<tr>
<td>5</td>
<td>16 Sep 13</td>
<td>Customs and Courtesies</td>
<td>AS 100 Textbook pg 55-72</td>
</tr>
<tr>
<td>6</td>
<td>23 Sep 13</td>
<td>Team Building</td>
<td>AS 100 Textbook pg 73-74</td>
</tr>
<tr>
<td>30 Sep 13</td>
<td>Exam #1</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>07 Oct 13</td>
<td>No Class (October Break)</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>7</td>
<td>14 Oct 13</td>
<td>Military Comm Skills How to write a Bullet Background paper – Part 1</td>
<td>AS 100 Textbook Pg 75-90 T&amp;Q pg 211</td>
</tr>
<tr>
<td>8</td>
<td>21 Oct 13</td>
<td>Military Comm Skills How to write a Bullet Background paper – part 2</td>
<td>AS 100 Textbook Pg 75-90 T&amp;Q pg 211</td>
</tr>
<tr>
<td>9</td>
<td>28 Oct 13</td>
<td>Interpersonal Communications</td>
<td>AS 100 Textbook Pg 91-102</td>
</tr>
<tr>
<td>10</td>
<td>04 Nov 13</td>
<td>Air Force Benefits</td>
<td>AS 100 Textbook Pg 103-112</td>
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<tr>
<td></td>
<td><strong>SUNDAY 10 NOV - PAPER DUE</strong></td>
<td></td>
<td><strong>SUNDAY 10 NOV - PAPER DUE</strong></td>
</tr>
<tr>
<td>11</td>
<td>11 Nov 13</td>
<td>Career Opportunities</td>
<td>AS 100 Textbook Pg 113-132</td>
</tr>
<tr>
<td>14</td>
<td>18 Nov 13</td>
<td><strong>Exam #2</strong></td>
<td>None</td>
</tr>
<tr>
<td>15</td>
<td>25 Nov 13</td>
<td><strong>No Class (Thanksgiving)</strong></td>
<td>None</td>
</tr>
<tr>
<td>16</td>
<td>Dead Week</td>
<td>Class Discussion/ Instructor Feedback</td>
<td>None</td>
</tr>
</tbody>
</table>
MEMORANDUM FOR ALL AS100 STUDENTS

FROM: Major Michael A. Miller
AFROTC Detachment 220
812 3rd Street
West Lafayette, IN 47906-2006

SUBJECT: AFT 120 Syllabus

1. Welcome to Air Force Reserve Officer Training Corp (AFROTC) and AFT 120, The Foundations of the United States Air Force! The AFROTC Staff is here for one purpose— to commission the best officers possible. To achieve that goal, we want to do whatever we can to make your time in AFROTC rewarding, exciting, motivating, and successful. I realize most of you have not made a commitment to the U.S. Air Force, and part of our curriculum is designed to help you make a decision on if this is the right path for you. Over the next semester, I want to get to know you a little better, and along the way I will give you some insight into what it will be like to become an officer in the U.S. Air Force. I am available to help you, to answer questions, and to offer advice. Feel free to schedule an appointment to see me. The guidelines below will help you be successful in this course.

Course Description: AFT 120 will cover topics including: Air Force installations, the nature of warfare, interpersonal communication, and the oath of office. This is a survey course intended to give you an overview, rather than an in-depth knowledge, of topics covered. AFT 121 (Leadership Lab taught on Thursdays) is only mandatory for all AFROTC cadets. It complements this course, but is not considered in your grade (it is graded separately on a pass/fail basis.)

2. Course Objectives:
   a. Know the concept of War and the role the Air Force plays
   b. Know the career opportunities available
   c. Know the benefits afforded an Air Force member
   d. Know and develop productive life skills
   e. Demonstrate basic oral and written communication skills

3. Course Delivery Method: This class will be primarily an informal lecture for presentation of course material. There will also be lessons throughout this course when class participation through a guided discussion will be used to explore and understand course material.
4. Required Materials: This course requires the following materials which will be available online via Blackboard:


The materials listed above will be provided free of charge. Additionally, Air Force uniforms are provided free of charge.

5. Instructor Information: Instructor: Major Michael A. Miller
   Email: mill1001@purdue.edu
   Office: Armory Building, Room 226
   Office Hours: M-F 0900-1600, appointments recommended
   Office Phone: 765-494-2053; Cell Phone: 618-560-3516

   **The briefing slides are available on Blackboard**

6. Class Meeting Times/Locations are listed below (unless otherwise indicated or the instructor informs you):
   - Tuesdays, 0930 – 1020, Room #101 in the Armory building
   - Wednesdays, 1030 – 1120, Room #102a in the Armory building
   - Thursdays, 0930 – 1020, Room #101 in the Armory building
   See attachment (Spring Schedule) for details during holidays/breaks.

7. Grading Procedures:
   a. Your letter grade will be determined by the percentage of total points you have earned during the semester:
      - 90 - 100% = A (360 to 400 points)
      - 80 - 89% = B (320 to 360 points)
      - 70 - 79% = C (280 to 320 points)
      - 60 - 69% = D (240 to 280 points)
      - 0 - 59% = F (240 or less points)

8. Graded Work:
   Your work will be weighted as follows (shown as a percentage and associated points):
   - Exam: 25% (100 points)
   - Briefing/Presentation: 37.5% (150 points)
   - Writing Assignments: 12.5% (50 points)
   - Class Participation/Attendance: 25% (100 points)
   - Total: 100% (400 points)

   a. **Exam:** There will be one comprehensive Exam based on your readings and class discussion consisting of multiple-choice and true/false questions.

   b. **Briefing Assignment:** The Briefing assignment is the communication aspect of this course and will be on the topic you chose last semester. If you did not chose an article last semester, articles to choose from can be found here: [http://www.airforce-magazine.com/MagazineArchive/Pages/default.aspx](http://www.airforce-magazine.com/MagazineArchive/Pages/default.aspx)
You will present a 10 minute informative briefing. Service Dress or civilian equivalent for civilians is mandatory for the day you present your briefing. Read the “Tongue” section of The Tongue and Quill. [http://www.e-publishing.af.mil/shared/media/epubs/afh33-337.pdf](http://www.e-publishing.af.mil/shared/media/epubs/afh33-337.pdf)

You will have power point slides for your briefing and they will be in the Air Force format discussed last semester. I will also review this format again before your presentations are due.

**The PowerPoint slides are due in electronic form through Blackboard by COB the day your briefing is presented to the class.**

c. **Writing Assignment:** The Writing assignment is a ‘Talking Paper’ that will be used to present your briefing and will be turned in through Blackboard by COB the day you deliver the briefing. (See format in Tongue & Quill for talking paper and should be from 1 to 2 pages). The briefing will be worth 150 points and the ‘Talking Paper’ worth 50 points. The sign-up sheet will be distributed during class for the briefings. It is your responsibility to brief on the scheduled date or make arrangements to switch with another cadet. Failure to brief at the scheduled time will result in a loss of 25% of your grade for this assignment.

**The Talking Paper is also due in electronic form through Blackboard by COB the day your briefing is presented to the class.**

d. **Class Participation/Attendance:** I will grade class participation, and I strongly encourage you to participate in class, as this will make class more interesting for everyone. We have a strict Non-Attribution Policy. To encourage class participation and support academic freedom, students are not to attribute information, opinion, or beliefs raised in class to classmates, cadre, or guests. I want your honest, candid, and constructive opinions during class discussions! **Class attendance will affect your participation grade.** You are expected to attend all class sessions. Excused absences are possible if you talk with me prior to class. Students must attend 80% of all scheduled classes to earn a passing grade (including “Academic Only” students). Dropping below 80% attendance will result in a failing grade for the course unless extenuating circumstances apply. Regardless of the reason for the absence, cadets are responsible for all material covered in class.

**If you are absent from a class, you can submit a Memorandum for Record (format T&Q page 183, 195) that lists and answers the samples of behavior you missed for that lesson. A template is posted on Blackboard. Failing to turn in the memo at the next class period will reduce your class participation by 5 points for each occurrence and is part of my evaluation of your ability to be a reliable officer candidate.**

9. **Reading Assignments:** You are not prepared for class if you haven’t done the assigned readings before you arrive. The readings are listed with the schedule below.

10. **Lesson Objectives and Samples of Behavior:** Objectives and samples of behavior are also listed at the beginning of each lesson in your reading which you will find on Blackboard. They will help
you focus your attention for reading assignments, class preparation, and examinations. The objectives and samples of behavior are where all test questions come from.

11. Term and Form 48 Interviews: All cadets must meet with me for term interviews by 7 March 2014. We will review your form 48 and discuss your academic plan and your interest in Air Force ROTC, and I can answer questions you might have about the program. Sign-up times will be outside my office; please stop by to sign up. Uniforms are not required for your term interview.

12. Class Decorum: You will conduct yourself professionally as officer candidates at all times. The class will be called to attention when I enter (or exit). Uniform wear in class is mandatory for all cadets once you have been issued your uniform and had time to get it tailored. If you do not have your uniform yet or are not a cadet, please wear dress slacks and shirt with your hair within Air Force regulations.

13. Both food and drinks are allowed in class. Ensure the classroom is clean when you leave.

14. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. This information will be sent out to the class via Blackboard or email.

15. I’m excited and honored to teach this course, for many of you will become the next generation of Air Force leaders.

//signed/mam/3 Jan 2014//
MICHAEL A. MILLER, Maj, USAF
Operations Flight Commander
## AFT 120 SPRING 2014 Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Week of:</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13 Jan 14</td>
<td>Welcome/Overview/Intro to AFROTC (Lesson 11)</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>20 Jan 14</td>
<td>Air Force Heritage (Lesson 12)</td>
<td>AS 100 Text</td>
</tr>
<tr>
<td>3</td>
<td>27 Jan 14</td>
<td>Listening (Lesson 13)</td>
<td>AS 100 Text</td>
</tr>
<tr>
<td>4</td>
<td>3 Feb 14</td>
<td>Air Force Installations (Lesson 14)</td>
<td>AS 100 Text</td>
</tr>
<tr>
<td>5</td>
<td>10 Feb 14</td>
<td>War and the American Military (Lesson 15)</td>
<td>AS 100 Text</td>
</tr>
<tr>
<td>6</td>
<td>17 Feb 14</td>
<td>War and the American Military (cont’d)</td>
<td>AS 100 Text</td>
</tr>
<tr>
<td>7</td>
<td>24 Feb 14</td>
<td>AF Core Values/Oath of Office + Commissioning (Lesson 16 and 19)</td>
<td>AS 100 Text</td>
</tr>
<tr>
<td>8</td>
<td>3 Mar 14</td>
<td>The AF Leader (Lesson 17)</td>
<td>AS 100 Text</td>
</tr>
<tr>
<td>9</td>
<td>10 Mar 14</td>
<td>Human Relations (Lesson 18)</td>
<td>AS 100 Text</td>
</tr>
<tr>
<td>10</td>
<td>17 Mar 14</td>
<td>Spring Break – NO CLASS</td>
<td>AS 100 Text</td>
</tr>
<tr>
<td>11</td>
<td>24 Mar 14</td>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>31 Mar 14</td>
<td>Briefing</td>
<td>None</td>
</tr>
<tr>
<td>13</td>
<td>7 Apr 14</td>
<td>Briefing</td>
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</tr>
<tr>
<td>14</td>
<td>14 Apr 14</td>
<td>Briefing</td>
<td>None</td>
</tr>
<tr>
<td>15</td>
<td>21 Apr 14</td>
<td>Briefing</td>
<td>None</td>
</tr>
<tr>
<td>16</td>
<td>28 Apr 14</td>
<td>Briefing</td>
<td>None</td>
</tr>
<tr>
<td>17</td>
<td>5 May 14</td>
<td>Finals Week – No Scheduled Class</td>
<td>None</td>
</tr>
</tbody>
</table>
7
MILITARY COMMUNICATION SKILLS
Lesson Preparation:
- Review Air Force Handbook (AFH 33-337), The Tongue and Quill dated 1 August 2004, Chapter 2, Chapter 10, Chapter 12, and Part VI.

Cognitive Lesson Objective:
- Apply Air Force communication guidance for written documents and briefings.

Cognitive Samples of Behavior:
- Explain the seven steps to effective communication.
- Describe guidance for electronic communication (e-mail, voice mail, and telephone systems) in the Air Force.
- Apply T&Q guidance for writing background and talking papers.
- Explain the steps required to prepare a military briefing.
- Describe effective delivery techniques in a military briefing.
- Use guidance to prepare and deliver a military briefing.

Affective Lesson Objective:
- Respond to the importance of effective communication, including Air Force documents and briefings.

Affective Sample of Behavior:
- Actively participate in class discussions and assignments for writing and briefing.
Sometime in your military career, you will be asked to brief and write in specific military formats. As officers, a great deal of your success will come from your ability to brief and write effectively. So, you need to be familiar with the common types of staff correspondence and have flexible writing skills to adapt accordingly.

**SEVEN STEPS TO EFFECTIVE COMMUNICATION**

*(T&Q, PP 9-13)*

Paying attention to these seven steps will increase your success in writing and speaking. The first four steps are like building a foundation—preparation that’s critical to the end product. For the time well-spent in the front end, the payoff is CONFIDENCE in what you’re writing and saying.

1. **Analyze purpose and audience.** What is my purpose? Who is my audience? What are their interests? How much do they know already? What will make it easy for them to understand or act? “You’re much more likely to hit the target if you know what you’re aiming at.” (FOCUS principles “Focus” and “Understand your audience” apply in this step.)

   *I want to write books that unlock the traffic jam in everybody’s head.*
   ~John Updike

2. **Research your topic.** Do whatever it takes to get smart on your topic. In the military, co-workers and base personnel can be helpful sources of information. Often, there are continuity books or military instructions/manuals that may be of help (see T& Q, p 33). Libraries have reference material, as does the internet. However, see page 30-31 in the T&Q for guidance in evaluating the soundness of internet sources. Finally, objectively writing about a topic may mean coming to terms with our biases/prejudices. We all have them; we just don’t want them getting in the way of our intended messages. Most problems and questions cannot be reduced to a single solution or answer. Anticipate multiple viewpoints for a more thorough research of your topic.

   *A man will turn over half a library to make one book.*
   ~Samuel Johnson

3. **Support your ideas.** A common way to support your idea is by stating some facts (premise 1, premise 2, etc) followed by the conclusion (your idea). This form of supporting your idea is known as logical argument (verbal or written). If our premises aren’t airtight, we’ll fail to successfully support our idea. Giving examples that are meaningful to your audience is a helpful method to supporting your ideas. In addition, citing sources adds credibility; your ideas are not just a personal belief or opinion. Finally, avoid illogical or irrational ways of linking your premises and
conclusions. For more information to avoid fallacies in thinking, see the T&Q, Ch 5, pp 41 and/or the Introduction to Critical Thinking lesson found in the AS300 Student Study Guide.

• **Organize and outline.** To continue building a solid foundation for any written or verbal communication, you need to organize your ideas in a meaningful way. For example, a topical or classification pattern is one way to organize your ideas. If you’re writing or briefing about military aircraft, you might want to sort your ideas by function (e.g., fighter aircraft, cargo aircraft, etc.). Some topics, such as American wars, are better understood using a sequence in time approach—going from the earliest to the most recent wars. Chapter 6 in the T&Q (p 55) provides information on developing your purpose statement and outlining ideas.

> I am returning this otherwise good typing paper to you because someone has printed gibberish all over it and put your name at the top.

> ~English Professor (name unknown), Ohio University

• **Writing your draft.** On page 12 of the T&Q, the following guidance addresses most types of writing (or even Power Point slides for a briefing). Your goal in writing is to share a message with the audience. To successfully do so, connecting with the audience is vital:

  - First, Get to the point quickly. Use your introductory paragraph to state your purpose up front. Most AF readers don’t have the time or patience to read a document that resembles a mystery novel with a surprise ending.

  - Second, Organize your main ideas for a topic so readers know where you’re leading them. When discussing a topic, we usually are addressing some main ideas or main points. It’s very common to see the overview slide for military briefings identify 2-4 main points for discussion. The main idea or points are further elaborated upon with support information in any writing or briefing.

  When writing a talking paper or background paper, the single-dash items identify the main points, while the double- and triple-dash items provide support information. In addition, it’s very helpful to your readers if you link your supporting information with transitions. For example, the words first, next, and finally let a reader follow your thought process to explain an idea. Transitions not only link ideas, they can also link paragraphs. For example, a common transition to let your reader know you’re changing main idea/points is, “Now, that we’ve discussed the benefits of exercise, let’s look at the major types of exercise.” Transitions are critical pieces to helping your readings follow your writing, paragraphs or your slides in a briefing.

  - Third, Make sure your sentences are clear and direct. Cut through the jargon and passive voice. Don’t make your readers wade through an overgrown jungle of flowery words.
- Fourth, Finally, summarize or conclude your message in a way that connects all the dots and makes the message complete.

- **Edit your draft.** On pages 91-104, the T&Q offers many great suggestions to improve the editing process. Here are some of the major points:
  
  - Edit the document yourself before asking for help. Why should someone else invest time and effort to improve your writing if you aren't willing to do so yourself? Also, it's just more respectful to others if you do the initial “clean-up.” However, be sure you've taken enough time between doing the draft and then the editing process—it makes a big difference in seeing objectively vs subjectively.
  
  - Purposely edit at a slow pace. Our minds have a tendency to “fill in the gaps” when we read. One technique is to touch each word with your pencil tip as you review the document.
  
  - Try on your audience's shoes before you read. Try to visualize what it'll be like for your audience to see or hear your information. We need to be in tune with how our audiences will react to each word.
  
  - Find someone else to review your “near final” draft. That “someone else,” hopefully, has a strong background in the basics (grammar, spelling, jargon, writing mechanics), and also the big picture (the general flow and clarity) of your document.
  
  - Plan on more than one editing pass. The T&Q suggests reading and re-reading your work, starting with the big picture and then on to the finer details. You just can't catch everything the first time! And don’t forget about using spot-check. Finally, T&Q, page 102-103, shows a guide for the use of proofreading marks and abbreviations -a universal language when editing any document. When you think you’ve got the paper in order, we’ve still got one more step to ensure a professional document.

- **Seeking feedback.** (also see T&Q, pp 105-112) When you submit your final document, you want the focus to be your paper’s message—not errors, lots of questions, or confusion. Find another set of eyes and tell them what you want to focus on. If you don’t identify the feedback need, you may get a grammar check vs something else. A good start is to seek feedback about your paper’s intended purpose and audience—"Does it still make sense when another person reads, and considers purpose and audience?" Finally, whatever feedback you receive, remember that you’re ultimately responsible for the content of your paper. Any comments from others during your editing or feedback steps can be used or not used by you.
The importance of using conversational tone

One basic concept remains the same for all military writing—conversational tone. The best way to communicate a message is to focus on the reader and write in plain English. In the 1960s, consumer advocacy groups encouraged legislation that led to the foundation of the government initiative to “write in plain English.” The premise of this was to write government and business documents using language that was clear, concise and straightforward. The movement continued through the Nixon, Carter, and Reagan administrations, and finally came to fruition on 1 June 1998 when President Clinton directed the use of plain English. The bottom-line is, “Use everyday words, rather than bureaucratic legalese.

When we talk to someone, we don’t use $64,000 words or stuffy language. To make your writing more like speaking, begin by imagining your reader is sitting across from you. Then write with personal pronouns, everyday words, contractions, and short sentences. Write to “one” reader. Primarily use 1P (I, we) and 2P (you) and vary your pronouns.

Writing in conversational tone also means being concise. Concise does not mean the same as being brief. You must add enough details to support your ideas, but do it by the most direct method. In other words, concise means getting to the point as effectively and efficiently as possible. That’s why you should write predominantly in active voice, remove any unnecessary words, and avoid “dead” words, such as “that” and “which.”

Why are all these points important in writing? They are important because the reader can’t see your non-verbal skills in a written document. Since you aren’t there to coax the reader along, you’ve got to make the document do the job for you.

Suggestions for writing effectively

Writing effectively is just as crucial to reader understanding as effective organization. Effectiveness and organization go hand in hand! Your thoughts may be perfectly organized; but if you don’t express your ideas in sentences and paragraphs so the reader can understand, you’ve wasted the time you spent planning, organizing, and writing. To write effective official memorandums, you should:

• Write actively; avoid passive voice as much as possible.
• Create reader interest; write to express, not impress.
• Repeat key words and ideas for emphasis.
- Personal pronouns: use we, us, and our when speaking for your organization; use I, me, or my when speaking for yourself; and use you, stated or implied, to refer to the reader

Ex: It is necessary the material be received in this office by June 10.

Fixed: We need the material by June 10.

- Talk to one reader when writing to many

Ex: All addressees are requested to provide inputs of desired course content.

Fixed: Please send us your recommendations for course content.

- Rely on everyday or simpler words (start vs commence, best vs optimum, use vs utilize)

- Keep sentences short (except for purposes of variety or clarity); start by breaking down large sentences and then reword to sound like speaking.

Ex: It is requested that attendees be divided between the two briefing dates with the understanding that any necessary final adjustments will be made by DAA to facilitate equitable distribution. (29 words)

Fix1: It is requested attendees be divided between the two briefing dates. Any necessary final adjustments will be made by DAA to facilitate equitable distribution. (11-13 words)

Fix2: Send half your people one day and half the other. DAA will make final adjustments. (10-5 words)

- Avoid “there is” and “it is” (We request vs It is requested; Clearly vs It is apparent that)

- Arrange information logically; logic forms the road map for your reader

In AS 100, you’ll have two written assignments--writing a talking paper and then a background paper. Samples of these documents are available in the T&Q, pp 209-216. For your convenience, here’s some guidance on writing a talking paper.

THE TALKING PAPER

**Definition:** A quick-reference guide of key points, facts, positions and questions to use during oral presentations, memory ticklers or a quick reference sheet.

**Purpose:** Although you as an action officer or staff officer prepare the talking paper, someone else--most often the boss--uses it. While the boss is basically familiar with the projects, problems or issues you’re working, he or she may need a memory jogger on milestones, facts, figures or other specific points.
Qualities:

• Brief - As a memory jogger or reference, only as specific or detailed as required by the user.

• Telegraphic - Omit adjectives, articles and introductory phrases.

• Organized - Focus user on subject; establish main points; provide support; reach a conclusion or give a status.

• Structured for the user - Know the boss’ needs; know where talker will be used; know how familiar boss is with the subject; know how much detail the boss wants and know the desired format.

Format:

• Stationery - 8 1/2 X 11 inch plain bond paper (never use letterhead).

• Title - center in capital letters 1 inch from top; use three lines, be specific, do not underline or place in bold. Double-space the title.

• Margin - 1 inch all around.

• Headings not required, but may use: purpose, background, discussion, recommendation, etc.

• Text - don’t number paragraph, telegraphic wording/bullets, no punctuation at end, 1/2/3 dash sequence, double space between bullets and single space within a bullet.

• ID Line - 1 inch from bottom of page and flush with the left margin; includes rank, name/organization/office symbol/phone number/typist’s initials/date prepared.

On the following page is a SAMPLE Talking Paper.
TALKING PAPER

ON

WRITING TALKING AND POINT PAPERS

- Talking paper: quick-reference outline on key points, facts, positions, questions to use for oral presentations
- Point paper: memory tickler or quick-reference outline to use during meetings to informally pass information quickly to another person or office

-- No standard format; this illustrates space-saving format by eliminating (PURPOSE, DISCUSSION, RECOMMENDATION)

-- Usually formatted to conform to user’s desires

--- Both papers assume reader has knowledge of subject

--- Prepare separate talker for each subject

-- Prepared in short statement; telegraphic wording

-- Use one-inch margins all around

--- Single dashes before major thoughts; multiple dashes for subordinate thoughts

--- Single space each item; double space between items

-- Use open punctuation; ending punctuation not required

-- Avoid lengthy details or chronologies, limiting to one page when possible

-- See DoD 5200.1-R/AFI 31-401 to prepare classified papers

-- Include writer’s identification line as shown below

- Include recommendations, if any, as last item

Mrs. Story/ACSC/DESP/3-7084/jah/7 Apr 97
ELECTRONIC COMMUNICATION GUIDANCE
(E-MAIL, VOICE MAIL, AND TELEPHONE SYSTEMS)

You can expect to have a computer and telephone assigned to your personal work area. Your office will likely have a printer, copier, and facsimile (fax) machines available, too. The proper use of any mode of government electronic communication is serious; we have an Air Force Instruction to clearly guide our use—AFI 33-119, Official Messaging. In addition, we have to be vigilant about how our use of electronic communication can be used in hostile actions against the United States (i.e., Operational Security/OPSEC). Yes, it’s very serious business, so expect annual Air Force training on this topic.

Keep in mind that the Air Force has the right to monitor our electronic communications. Unfortunately, we have a number of individuals who abuse the use of their electronic communications, resulting in criminal charges and consequences through the Uniform Code of Military Justice (UCMJ). If your communication is always respectful, you’re halfway there! To practice respectful communication, imagine that everything you write will be read by the Secretary of the Air Force. It works! The other half of your effort is about communicating in a way that doesn’t compromise our nation’s security—OPSEC.

The following guidance, regarding wall paper and slogans in our emails, has been recently emphasized for the Air Force:

EXECUTIVE SUMMARY: Per AFI 33-119, dated 25 January 2005, the following rules regarding sending electronic messages via Air Force systems are now in effect.

Para 3.7 ...Users will not add slogans, quotes, special backgrounds, special stationaries, digital images, unusual fonts, etc., routinely to their official or individual electronic messages. Users must consider professional image and conservation of Air Force network resources (bandwidth).

Request your workgroup administrators inform your personnel concerning the changes being implemented under AFI 33-119 and assist as needed in helping to remove any unauthorized signature blocks and or stationary.

Now, to learn more about the right way to use electronic communications, you must read pp 143-154 in The Tongue and Quill (Aug 04). When you’re finished, complete the Electronic Communication Quiz in this lesson. If you have any questions, be sure to ask your instructor. Also, your instructor can provide you with the quiz answer key.
**ELECTRONIC COMMUNICATIONS QUIZ**

Match the following items in the 1st column with the related terms in the 2nd column. Some terms in the 2nd column will not be used; some may be used more than once.

| __ 1. Be polite and professional; be careful about humor and sarcasm. | a. E-mail use prohibited by AFI 33-119 |
| __ 2. Often contains slang, doesn’t affect the AF (hopefully), and doesn’t need a signature block. | b. E-mail protocol rule: *Keep your email under control* |
| __ 3. Causing congestion on the network by sending inappropriate e-mail messages (e.g., chain letters) or excessive storage on a server. | c. E-mail protocol rule: *Be selective about WHAT messages you send.* |
| __ 4. Don’t discuss controversial, official use only, classified, or privacy act info requiring special handling of documents. | d. Official Use |
| __ 5. Read and delete unnecessary files daily; sign off the computer when you leave your work station. | e. Personal E-mail |
| __ 6. Get permission before using large mail groups; use “reply all” very carefully. | f. E-mail protocol rule: *Be selective about WHO gets the message.* |
| __ 7. Use includes communications the AF determines necessary in the interest of the Federal Gov’t. | g. Authorized Use |
| __ 8. Use includes personal e-mail approved by the “agency designee.” | h. E-mail protocol rule: *Watch Your Tone.* |
| __ 9. Using someone else’s UserID or password w/o proper authority. | i. GS/GM-11 |
| __ 10. Using email for financial gain or copyrighted info without consent. | j. HTML |

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**JUST FOR FUN!**

1. A ________ is a computer that responds to request for information from client computers.

2. Each base has a limited number of ________ which is the number of bits/sec that can be passed along a communication channel in a given period of time.

3. Writing with ALL CAPS is the e-mail version of ________ --rude email use.
THE BASICS OF BRIEFING

Why study speech, or more specifically, the military briefing? Why attempt to improve your oral communication skills? If for no other reason, speech is important because we use speech more than any other medium of communication, except for listening. About 80 percent of language activity takes the form of speaking and listening. The fact that children may speak 30,000 words a day before they can write half a dozen words dramatizes a condition that prevails throughout most of life. The world is, for most people, a speaking and listening world.

Most people agree—preparing a military briefing is time-consuming but relatively easy, as compared to actually giving a military briefing. However, no matter how well prepared or interesting your material is, you can’t be a successful briefer unless you can convey the message to your audience. The outcome of your presentation rests squarely on your delivery—making your verbals and nonverbal complement each other, rather than go against each other. An effective briefing must always be delivered with an “urge to communicate,” with directness and vigor. In Air Force briefing, the emphasis is on a direct, conversational style of speaking rather than an artificial, oratorical style. Think of your delivery as “amplified conversation” spiced with military respect and bearing instead of “public speaking,” and you should find it easier to face your audience.

HOW TO GIVE A WINNING MILITARY BRIEFING

DR. JOHN A. KLINE

(Dr. Kline is formerly an Air University Professor of Communication and Leadership and author of two books used throughout the Air Force—Speaking Effectively and Listening Effectively.)

Commanders say that one of the most important skills officers need is the ability to brief effectively. The good news is that any officer can become an outstanding briefer. The disturbing news is that many never do. Here is what you need to know to be able to give winning briefings—the kind that communicate and get desired results.

Before preparing a military briefing, you need a clear objective or idea of just what you expect the listeners to think, feel, or do after hearing your briefing. Next you must decide if you are giving a briefing to inform or one that seeks to persuade or advocate. Finally, you must commit to adhere to the ABC’s of briefing—accuracy, brevity, and clarity. Now you are ready to begin.

There are three things to know about preparing and presenting a military briefing. The acronym OSD (which also stands for Office of the Secretary of Defense) will help you remember them. They are Organization, Support and Delivery.
Organization

Beginning. Here, you tell them what you are going to tell them. Military briefings have a standard beginning. For example, if I were briefing you on how to give a military briefing I would begin: “Good Morning, I am Dr. John Kline. Today I will brief you on ‘How to Give a Military Briefing.’ More specifically we will look at three things—how to organize, how to support and how to deliver a briefing.”

Body. Here, you tell them the information. Main points in briefings are most often organized according to one of the standard patterns of organization: chronological, spatial, cause/effect, problem/solution, pro/con and topical. The bottom line of effectively organizing a briefing is to organize logically so it helps you present the information and, above all, helps your audience listen and retain it.

Ending. Here, you tell them what you told them. Military briefings also have a standard ending. Again, if I were briefing you on how to give a military briefing, I would end this way: “Sir/Ma’am, today I briefed on how to give a briefing. We looked at three things—how to organize, how to support, and how to deliver a briefing. Sir/Ma’am, this concludes my briefing. Are there any questions?”

Support

Verbal Support. Since a briefing is by definition, brief, support is generally limited to factual data carefully selected to accomplish the “need to know.” Still each of the standard types of verbal support is important. Definitions are often needed to explain new or unfamiliar terms or acronyms. Examples provide specific or concrete instances to clarify general or abstract ideas. Comparisons and Contrasts between the familiar and unfamiliar help audiences grasp new ideas more readily. Statistics and Testimony or quotations from expert and trustworthy sources help to prove the points you’re making.

Visual Support. Somebody once said, “A picture is worth a thousand words.” Visual aids can dramatize, amplify or clarify the points you are trying to get across to your audience. Most often you will use Power Point with your briefings. But whatever visual support you use, keep a few things in mind. Make it relevant, simple and large enough to be seen by your audience. And don’t let it draw either your attention or the attention of the audience away from what you’re saying.

Delivery

Although preparing the briefing can be laborious, delivery is the most difficult part for most people. But it doesn’t need to be. If you know your subject and have prepared well, then presenting briefings can be an exhilarating experience. The secret is to be well organized, have the right supporting information and then practice, practice, practice—giving attention to several important factors of delivery.
Method. Most of your briefings will be delivered extemporaneously. You will plan them idea by idea rather than word-by-word. Then you will just carry a brief outline or a few notes to the lectern when you speak. This method will cause you to prepare carefully, yet it will enable you to adjust to your audience and sound more spontaneous and conversational.

Eye Contact. You will want to look directly at people, most likely giving more attention to the senior person(s) in the audience, but attempting to include all listeners. Effective eye contact will keep the audience’s interest, allow you to adjust to nonverbal feedback, and make you appear more credible to your listeners.

Body Movement. Whereas in many speaking situations persons are advised to “get out from behind the lectern and move around,” with military briefings this is seldom the case. Military briefings are usually presented from behind the lectern. Be careful not to lean on the lectern, sway, rock or move out of the range of a microphone if there is one.

Gestures. Use them. The hands, arms, shoulders, head and face can reinforce what you are saying. Although gestures can be perfected with practice, they will be most effective if you make a conscious effort to have them appear natural and spontaneous rather than planned.

Voice. Three vocal characteristics are important. First is, quality. Although you should strive to be pleasing to listen and attempt to use your voice to its best advantage, rest easy in knowing some of the very finest briefers anywhere have only average voices. Second is understandability. Your audience must be able to understand you. Give special attention to articulation—how you form sounds, pronunciation—how you say words, and avoidance of stock expressions such as “okay,” vocalized pauses such as “uh,” “um,” or “and uh,” and, above all, poor grammar. The third characteristic is variety. Effective briefers vary the rate, volume, force, pitch and emphasis.

Transitions. One mark of a winning briefing is how well the parts are tied together. Effective transitions aid listening, provide a logical flow and add a professional touch. In written documents such as the one you are reading now, bold print or space between sections lets you know I am transitioning from one point to another. Briefers do the same thing with the words they use and the way they say them. For example, suppose I was briefing and wanted to transition from the first point, “Organization” to the second point, “Support.” I might say, “Not only is it important to organize our points effectively, it is also important we choose the right kind of information to support the points we are making.” Notice how I led you from one point to another. Attention should be given toward supplying transitions between the beginning and the body, the body and the ending, between main points, from main points to sub points and even between sub points. Effective transitions help your listeners and add polish and professionalism to your briefing.
Conclusion

Anything you’ve already learned about writing, grammar, and writing mechanics will be helpful in military communication. However, when you’re using Air Force specific documents and briefings, The Tongue and Quill (1 Aug 04) will be handbook you’ll always want to keep in easy reach. Effective communication in the military will be important to you as a follower, supervisor, and leader!

Bibliography:
**Briefings: Format** (sample)

<table>
<thead>
<tr>
<th>Title Presenter</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- MP1</td>
</tr>
<tr>
<td></td>
<td>- MP2</td>
</tr>
<tr>
<td>MP1</td>
<td>Support info</td>
</tr>
<tr>
<td>Support Info can include:</td>
<td>MP1</td>
</tr>
<tr>
<td>- Graphs, Pictures, Quotes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support info</td>
</tr>
<tr>
<td>MP2</td>
<td>Support info</td>
</tr>
<tr>
<td></td>
<td>Support info</td>
</tr>
</tbody>
</table>

*PowerPoint slides are your note cards; they help your audience, too.*

**Briefings: Introduction**

- **Greeting**
  "Good morning/afternoon Ma’am/Sir"

- **Intro self/subject**
  "I'm...and I'm going to talk about..."

- **Overview**
  "State main points (MPs)—what's to come"
Briefings: The Body (MPs)

- Present support info
  - Ideas
    - Definitions
    - Examples
    - Comparisons
    - Testimony
  - Visuals
    - Graphs
    - Pictures/clipart
    - Quotes
    - Props
  - Incorporate sources

Briefings: Conclusion

- Summary
  - State topic and MPs
  - Quick summary; don’t rebrief
  - Don’t add new info
- Closure
  - “This concludes my briefing.”
  - “Are there any questions?”

Remember: PowerPoint slides are your note cards; they help your audience, too.
ELECTRONIC COMMUNICATIONS QUIZ

Match the following items in the 1st column with the related terms in the 2nd column. Some terms in the 2nd column will not be used; some may be used more than once.

| 1. Be polite and professional; be careful about humor and sarcasm. | a. E-mail use prohibited by AFI 33-119 |
| 2. Often contains slang, doesn’t affect the AF (hopefully), and doesn’t need a signature block. | b. E-mail protocol rule: *Keep your email under control* |
| 3. Causing congestion on the network by sending inappropriate e-mail messages (e.g., chain letters) or excessive storage on a server. | c. E-mail protocol rule: *Be selective about WHAT messages you send.* |
| 4. Don’t discuss controversial, official use only, classified, or privacy act info requiring special handling of documents. | d. Official Use |
| 5. Read and delete unnecessary files daily; sign off the computer when you leave your work station. | e. Personal E-mail |
| 6. Get permission before using large mail groups; use “reply all” very carefully. | f. E-mail protocol rule: *Be selective about WHO gets the message.* |
| 7. Use includes communications the AF determines necessary in the interest of the Federal Gov’t. | g. Authorized Use |
| 8. Use includes personal e-mail approved by the “agency designee.” | h. E-mail protocol rule: *Watch Your Tone.* |
| 9. Using someone else’s UserID or password w/o proper authority. | i. GS/GM-11 |
| 10. Using email for financial gain or copyrighted info without consent. | j. HTML |

JUST FOR FUN!

1. A ________ is a computer that responds to request for information from client computers.
2. Each base has a limited number of ________ which is the number of bits/sec that can be passed along a communication channel in a given period of time.
3. Writing with ALL CAPS is the e-mail version of ________--rude email use.
Overview:

Military Communication Skills

- Seven Steps to Effective Communication
- Talking Papers and Background Papers
- Electronic Communication Quiz
- Briefings
Time well-spent in preparing for any type of writing or briefing pays big dividends.

You’ll feel CONFIDENT when speaking. Your message will have CREDIBILITY.

The 7 steps for effective communication offers you CONFIDENCE and CREDIBILITY!
Military Communication Skills

- Seven Steps to Effective Communication
- Talking Papers and Background Papers
- Review Electronic Communication Quiz
- Briefings
1. **Analyze your purpose and audience**
   - **Purpose?**
   - **Audience?**
     - What will make it easy for your audience to understand?
     - Be inclusive (use words meaningful, respectful)
     - Ex: I’m looking for a committee chairman for the December food drive…
     - use “chairperson”
2. **Research your topic**
   - Sources?
   - Personal bias?
   - Other perspectives to study?
3. **Support your ideas**

- Cite Sources
- Offer Evidence (definitions, examples, statistics, basic assumptions, explanation)
- Use Logical, Rational Arguments *(T&Q pg. 42-53)*

- All humans are mortal.
- Socrates is human.
- *Therefore*, Socrates is mortal.
4. Organize and outline

• Outline your main ideas

• Pick your organizing pattern:

  TOPICAL  COMPARISON-CONTRAST
  CHRONOLOGICAL  SEQUENTIAL
  SPATIAL  PROBLEM-SOLUTION
  REASON/LOGIC  CAUSE-EFFECT  PRO-CON
5. Writing your draft

- Written: Intro-Body-Conclusion
- Briefing Notes/Slides: Overview-Body-Summary

Grammar                     Writing Mechanics                     Spelling
Jargon √                   Wordiness                          Keep it simple!
6. **Edit your draft**

- Do your own edit first…w/FRESH eyes!
- Find another set of eyes!
- “Be one with your audience”
- Start w/the BIG PICTURE…then the details

Proof-Redo…Proof-Redo…Proof-Redo…Proof-Redo

(See T&Q, p 91)
7. Seek feedback

– Seek out another set of “eyes”
– Have feedback givers focus on:
  • Clear purpose? Fits my audience?
– Feedback comes in 3 flavors:
  • Necessary?
  • Desirable?
  • Unnecessary?

For more information on the 7 Steps, see Ch 2-9 in your T&Q
Overview:

Military Communication Skills

- 7 Steps to Effective Communication
- Talking and Background Papers
- Review Electronic Communication Quiz
- Briefings
Definition: a quick reference or outline for a program, problem, biography, or oral presentation. *Flexible use!*

**TALKING PAPER**

**ON**

**NEW AIR FORCE LIEUTENANTS**

- The new Lt has “potential energy”
  -- Source of fresh ideas
  -- Hopeful to make a difference
- Lts need to learn the military system
  -- Appropriate channels
  -- Appropriate documentation

Maj Cecil/AFOATS/CR/3-1017/agc/8 Mar 05
The Background Paper

**Definition:** a paper that transmits ideas from 1 agency or person to another. *Simple format for complex issues* (T&Q, pp 215-216)

**BACKGROUND PAPER**

ON

NEW AF “FIT TO FIGHT” PROGRAM

1. The new “Fit to Fight” program focuses on physical well-being through regular exercise, nutrition, and healthy choices….
2. For the program to work, we need commander support and oversight….
3. Standardized uniforms promote team spirit and professional appearance….
4. After the first year of implementation, studies show increased number of members who meet physical standards and who join programs for nutrition guidance and smoking cessation.

Maj Cecil/AFOATS/CR/3-1017/agc/8 Mar 05
Overview: Military Communication Skills

- 7 Steps to Effective Communication
- Talking and Background Papers
- Review Electronic Communication Quiz
- Briefings
1. Be polite and professional; be careful about humor and sarcasm.

2. Often contains slang, doesn’t affect the AF (hopefully), and doesn’t need a signature block.

3. Causing congestion on the network by sending inappropriate e-mail messages (e.g., chain letters) or excessive storage on a server.
4. Don’t discuss controversial, official use only, classified, or privacy act info requiring special handling of documents.

5. Read and delete unnecessary files daily; sign off the computer when you leave your work station.

6. Get permission before using large mail groups; use “reply all” very carefully.

7. Use includes communications the AF determines necessary in the interest of the Federal Gov’t.
__8. Use includes personal e-mail approved by the “agency designee.”

__9. Using someone else’s UserID or password w/o proper authority.

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1. ________ is a computer that responds to request for information from client computers.

2. Each base has a limited number of ________ which is the number of bits/sec that can be passed along a communication channel in a given period of time.

3. Writing with ALL CAPS is the e-mail version of ________rude email use.
Overview:

Military Communication Skills

- 7 Steps to Effective Communication
- Talking and Background Papers
- Review Electronic Communication Quiz
- Briefings
PowerPoint slides are your note cards; they help your audience, too.
• Transitions (writing and speaking)
  – Help flow from one idea to next
  – Signal direction to audience
  – Internal transitions connect ideas
    “First...next...finally”
  – External transitions connect main points, slides, or paragraphs
    “Now that we’ve covered (MP1), let’s move on to (MP2).”
• Greeting
  “Good morning/afternoon Ma’am/Sir

• Intro self/subject
  “I’m…and I’m going to talk about…”

• Overview
  “State main points (MPs)—what’s t
Briefings: The Body (MPs)

• Present support info
  – Ideas
    • Definitions
    • Examples
    • Comparisons
    • Testimony
  – Visuals
    • Graphs
    • Pictures/clip art
    • Quotes
    • Props
• Incorporate sources

Support Info can include:
- Graphs,
- Pictures,
- Quotes

MP1
- Support info
- Sources

MP2
- Support info
- Sources
Briefings: Conclusion

- Summary
  - State topic and MPs
  - Quick summary; don’t rebrief
  - Don’t add new info
- Closure
  - “This concludes my briefing.”
  - “Are there any questions?”

Remember: PowerPoint slides are your note cards; they help your audience, too.
Summary: Military Communication Skills

- 7 Steps to Effective Communication
- Talking and Background Papers
- Electronic Communication Quiz
- Briefings
The trouble with talking too fast is you may say something you haven't thought of yet.

~Ann Landers
Presentation:
Talking Paper Slides
Talking Paper

• A quick reference outline on key points, facts, positions and questions to use during an oral presentation

• T+Q page 209-210
  – Pg 210 shows and explains exactly how format should look, including where to double space

• ID Line – 1 inch from bottom of page
  Name/AFROTC Det 220/phone#/initials/date
• Tips
  – Don’t double space the whole thing
  – Indent each bullet enough so new thoughts can be easily seen
  – Include enough information so your audience can remember what you were talking about (see examples in T+Q).
    • Avoid one word bullets! Not enough information!
• Tips
  – Don’t double space the whole thing
  – Indent each bullet enough so new thoughts can be easily seen
  – Include enough information so your audience can remember what you were talking about (see examples in T+Q).
  • Avoid one word bullets! Not enough information!
PowerPoint slides are your note cards; they help your audience, too.
Briefings: Introduction

• Slide 1
  – Greeting, Intro self/subject
    • “Good morning/afternoon Ma’am/Sir”, “I’m C/4C Snuffy and I’m going to talk about…”

• Slide 2
  – Overview
    “State main points (MPs)—what’s to come”
Briefings: The Body (MPs)

- Present support info
  - Ideas
    - Definitions
    - Examples
    - Comparisons
    - Testimony
  - Visuals
    - Graphs
    - Pictures/clip art
    - Quotes
    - Props

Support Info can include:
- Graphs,
- Pictures,
- Quotes
Briefings: Conclusion

• Summary
  – State topic and MPs
  – Quick summary; don’t rebrief
  – Don’t add new info

• Last Slide
  – “This concludes my briefing.”
  – “Are there any questions?”

Remember: PowerPoint slides are your note cards; they help your audience, too.
Effective Delivery

- **Method**
  - Don’t read word for word, carry note cards with ideas vs full sentences

- **Eye Contact**
  - Look directly at people, it helps keep people interested and you get non-verbal feedback

- **Body Movement**
  - Don’t lean on lectern, sway, rock or other repetitive movements

- **Gestures**
  - Gestures can reinforce what you are saying and helps keep audience focused

- **Voice**
  - Quality, articulation and variety
  - Avoid ‘um’, ‘uh’, ‘OK’

- **Transitions**
  - Logical flow aids in listening and the audience can follow the message
Summary

- Factors Dominating War
- Elements of War
- Talking Paper + Briefing
YEAR 2-AS 200
MEMORANDUM FOR ALL AS200 STUDENTS

FROM: AFT 230 Instructor

SUBJECT: AFT 230 Syllabus Fall 2013

1. Welcome to AFT 230, The Evolution of USAF Air and Space Power! As you come one year closer to commissioning, it is important to introduce you to the history of airpower and how aviation advances and historical events have developed and evolved our Air Force doctrine. It is nearly impossible to cover in depth all of aviation and USAF history in the time allotted, but hopefully this course will give you a glimpse of the progression of air and space power and spark your interest to study these topics further.

2. Course Description: AFT 230 is designed to examine general aspects of air and space power through a historical perspective. A time period is covered from the first balloons and dirigibles to space age systems of air power today (covered over both Fall and Spring semesters). Historical examples are provided to show the development of Air Force core functions to demonstrate the evolution of what has become today’s USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. This is a survey course intended to give you an overview, rather than an in-depth knowledge of topics covered. AFT 111 (Leadership Lab) is mandatory for all AFROTC cadets. It complements this course, but is not considered in your grade (it is graded separately on a pass/fail basis.)

3. Course Objectives:
   a. Know the key terms and definitions used to describe air and space power
   b. Know the events, leaders, and technical developments which surrounded the evolution and employment of USAF air and space power.
   c. Know the AF Core Values and examples of their use throughout the evolution of USAF air and space power.
   d. Demonstrate basic verbal and written communication skills

4. Required Materials:
   The Evolution of Air and Space Power provided via Blackboard
   The Tongue and Quill (AFH 33-337 dated 1 August 2004) – online:
The materials listed above will be provided free of charge. Additionally, Air Force uniforms are provided free of charge.

5. Instructor Information:

1st Lieutenant Nivien Sathasivam
Armory, Room 223
Office Hours: M-TH/0800-1600 (appointments recommended)
Office Phone: 494-2042

6. Class Meeting Times/Locations:

Tuesdays, 0830 – 0920, Room #102 in the Armory building
Wednesdays, 1430 – 1520, Room #102 in the Armory building

Note: You MUST attend the class you are signed up for. In the event of missing class due to extenuating circumstances, speak with me directly.

7. Grading Procedures:

Your letter grade will be determined by the percentage of total points you have earned during the semester:

90 - 100% = A (360 to 400 points)
80 - 89% = B (320 to 360 points)
70 - 79% = C (280 to 320 points)
60 - 69% = D (240 to 280 points)
0 - 59% = F (240 or less points)

8. Graded Work:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
<td>Exam 1</td>
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</tr>
<tr>
<td>Exam 2</td>
<td>25%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Briefing Assignment</td>
<td>25%</td>
<td>(100 points)</td>
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<tr>
<td>Writing Assignments</td>
<td>12.5%</td>
<td>(50 points)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>12.5%</td>
<td>(50 points)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>(400 points)</strong></td>
</tr>
</tbody>
</table>

(Late work will be docked 5% for each day not submitted)

a. Exams: There will be two non-comprehensive exams based on your readings and class discussion. These will include multiple-choice & true/false questions. Questions will cover course objectives and samples of behaviors (SOBs).

b. Writing Assignment: The writing assignment is designed to help you learn more about the Air Force leadership and to practice Air Force writing styles. The assignment is to write a one-page background paper on any AF topic (you may NOT
write on an AFSC because that will be accomplished during your AS 300 year). Use
the format prescribed in the Tongue and Quill (T&Q) on pages 215-216. The paper is
worth 50 points. The final paper is due via Blackboard 2 October by 2359 (just
before midnight).

c. **Briefing Assignment:** Deliver a 4-5-minute presentation on a current or near
current U.S. Air Force weapon system. You must address how the weapon system
fits into one or more of the 12 AF core functions and should also address any changes
that have been made to the weapons systems as AF doctrine has evolved.
Additionally describe where the weapon system is currently based/employed. All
slides and text (font, not formatting) must be standardized throughout the class.
Schedule will be determined in class.

d. **Class Participation:** Along with attendance, class participation is graded. We
have a strict Non-Attribution Policy. To encourage class participation and support
academic freedom, students are not to attribute information, opinions, or beliefs
raised in class to classmates, cadre, or guests. *DON'T FORGET YOU ARE
COMPETING FOR FT SLOTS THIS YEAR SO BREAK OUT OF YOUR
SHELL AND PARTICIPATE!*

9. **Reading Assignments:** You are not prepared for class if you haven’t done the assigned
readings before you arrive. The readings are listed below. Refer to the calendar to see which
days lessons are taught. Do the reading corresponding to the lesson before arriving to class.
All these items are on blackboard.

10. **Lesson Objectives and Samples of Behavior:** Objectives and samples of behavior are
provided for each lesson. They will help you focus your attention for reading assignments,
class preparation, and examinations. *Test questions are derived from these.*

11. **Class Attendance:** You are expected to attend all class sessions. Absences may be
excused due to emergencies if you notify me prior to class. **Students must attend 80% of
all scheduled classes to earn a passing grade.** Dropping below 80% attendance will result
in a failing grade for the course unless extenuating circumstances apply. (Students who are
“Academic Only” who miss more than three classes will be given a 0% for participation and
will not be able to earn higher than a “D” in the class.)

   a. If you are absent, excused or not, you are required to submit a Memorandum for
   Record (format T&Q page 184, 185, 195) that lists and answers the samples of
   behavior you missed for that lesson. Failing to turn in the memo at the next class
   period will reduce your class participation and hurt your perceived ability to be a
   reliable officer candidate.

12. **Term and Form 48 Interviews:** All cadets must meet with me for term interviews by **30
   September.** We will review your form 48 and academic plan and talk about ROTC and the
   Air Force itself. Your advisor must review/sign your Form 48 prior to this meeting. Sign-up
times will be outside my office.
13. Class Decorum: You will conduct yourself professionally at all times. The class will be called to attention when I enter (or exit). You are required to wear the uniform of the day (UOD) during class. If you do not have your uniform yet, please wear dress slacks and shirt with your hair within Air Force regulations. Customs and courtesies will be used for all cadets and cadre (ie address each other as Cadet Smith, not John).

   a. All personnel shall refrain from making offensive remarks, unfounded opinions, or irresponsible statements either verbally or in writing. Offensive remarks or irresponsible statements include comments disparaging any person’s race, color, national origin, ethnic group, religion or sex.

   b. No food is allowed in class. COVERED drinks are allowed

   c. All electronics (cell phones, laptops, tablets etc.) will be turned off and put away before the beginning of class and remain turned off.

14. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. This information will be sent out to the class via Blackboard or email.

   //SIGNED//
   NIVIEN SATHASIVAM, 1Lt, USAF
   Assistant Professor of Aerospace Studies

1 Attachment:
1. AFT 230 Reading Schedule
AFT 230 FALL 13 Schedule
(Do the assigned reading corresponding to the lesson before class, refer to the calendar for which lesson will be taught when)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome/Course Overview</td>
<td></td>
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<tr>
<td>2</td>
<td>Air Power through WWI Part I</td>
<td>WWI-pg 1-7, 20-21</td>
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<tr>
<td>3</td>
<td>Air Power through WWI Part II</td>
<td>WWI-pg 8-19</td>
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<td>4</td>
<td>Air Power through WWI Part III</td>
<td>WWI-pg 22-29</td>
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<td>5</td>
<td>End of WWI-WWII Part I</td>
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<tr>
<td>6</td>
<td>End of WWI-WWII Part II</td>
<td>WWI-WWII Pg 23-31, 48-51,</td>
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<tr>
<td>7</td>
<td>End of WWI-WWII Part III</td>
<td>WWI-WWII Pg 32-44</td>
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<td>8</td>
<td>End of WWI-WWII Part IV</td>
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<tr>
<td>9</td>
<td>WWII through Cold War Pt I</td>
<td>TBA</td>
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<tr>
<td>10</td>
<td>WWII through Cold War Pt II</td>
<td>TBA</td>
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<tr>
<td>11</td>
<td>WWII through Cold War Pt III</td>
<td>TBA</td>
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</tbody>
</table>
MEMORANDUM FOR ALL AS200 STUDENTS

FROM: AFT 240 Instructor

SUBJECT: AFT 240 Syllabus Spring 2014

1. Welcome to AFT 240, The Evolution of USAF Air and Space Power! As you come one year closer to commissioning, it is important to introduce you to the history of airpower and how aviation advances and historical events have developed and evolved our Air Force doctrine. It is nearly impossible to cover in depth all of aviation and USAF history in the time allotted, but hopefully this course will give you a glimpse of the progression of air and space power and spark your interest to study these topics further.

2. **Course Description:** AFT 240 is designed to examine general aspects of air and space power through a historical perspective. A time period is covered from the first balloons and dirigibles to space age systems of air power today (covered over both Fall and Spring semesters). Historical examples are provided to show the development of Air Force core functions to demonstrate the evolution of what has become today’s USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. *This is a survey course intended to give you an overview, rather than an in-depth knowledge of topics covered.* AFT 111 (Leadership Lab) is mandatory for all AFROTC cadets. It complements this course, but is not considered in your grade (it is graded separately on a pass/fail basis.)

3. **Course Objectives:**
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4. **Required Materials:**
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The materials listed above will be provided free of charge. Additionally, Air Force uniforms are provided free of charge.

5. **Instructor Information:**

   Captain Nivien Sathasivam  
   Armory, Room 223  
   Office Hours: M-TH/0800-1600 (appointments recommended)  
   Office Phone: 494-2042  

6. **Class Meeting Times/Locations:**

   Tuesdays, 0830 – 0920, Room #102 in the Armory building  
   Wednesdays, 1430 – 1520, Room #102 in the Armory building  

   Note: You MUST attend the class you are signed up for. In the event of missing class due to extenuating circumstances, speak with me directly.

7. **Grading Procedures:**

   Your letter grade will be determined by the percentage of total points you have earned during the semester:

   90 - 100% = A (360 to 400 points)  
   80 - 89% = B (320 to 360 points)  
   70 - 79% = C (280 to 320 points)  
   60 - 69% = D (240 to 280 points)  
   0 - 59% = F (240 or less points)

8. **Graded Work:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>25%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Briefing Assignment</td>
<td>25%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>12.5%</td>
<td>(50 points)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>12.5%</td>
<td>(50 points)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>(400 points)</strong></td>
</tr>
</tbody>
</table>

   (Late work will be docked 5% for each day not submitted)

a. **Exams:** There will be two non-comprehensive exams based on your readings and class discussion. These will include multiple-choice & true/false questions. Questions will cover course objectives and samples of behaviors (SOBs).

b. **Writing Assignment:** The writing assignment is designed to help you learn more about the Air Force leadership and to practice Air Force writing styles. The assignment is to write a one-page background paper on a Military leader focusing on
the leader and his/her leadership characteristics. Use the format prescribed in the Tongue and Quill (T&Q) on pages 215-216. The paper is worth 50 points. The final paper is due via Blackboard Friday 7 February by 2359 (just before midnight).

c. **Briefing Assignment:** Deliver a 3-5-minute presentation on the leader you have selected for your background paper. This briefing is worth 100 points. You must email me your topic before you sign up for a briefing slot. This will also count for 20 points out of the 100 points that can be earned. The briefing should include the following content:

- Background on the individual
- What major leadership accomplishments they were known for
- What kind of leadership style they had
- All slides and text (font, not formatting) must be standardized throughout the class. Schedule will be determined in class.

d. **Class Participation:** Along with attendance, class participation is graded. We have a strict Non-Attribution Policy. To encourage class participation and support academic freedom, students are not to attribute information, opinions, or beliefs raised in class to classmates, cadre, or guests. There are 4 levels of participation. Please refer to the attendance section for additional information regarding calculations.

   Level I: Full participation yielding a max of 50 points
   Level II: Great participation yielding a max of 45 points
   Level III: Minimal participation yielding a max of 40 points
   Level IV: No participation yielding a max of 35 points

9. **Reading Assignments:** You are not prepared for class if you haven’t done the assigned readings before you arrive. The readings are listed below. Refer to the calendar to see which days lessons are taught. Do the reading corresponding to the lesson before arriving to class. All these items are on blackboard.

10. **Lesson Objectives and Samples of Behavior:** Objectives and samples of behavior are provided for each lesson. They will help you focus your attention for reading assignments, class preparation, and examinations. Test questions are derived from these.

11. **Class Attendance:** You are expected to attend all class sessions. Absences may be excused due to emergencies if you notify me prior to class. Students must attend 80% of all scheduled classes to earn a passing grade. Dropping below 80% attendance will result in a failing grade for the course unless extenuating circumstances apply. (Students who are “Academic Only” who miss more than three classes will be given a 0% for participation and will not be able to earn higher than a “D” in the class.)

   a. If you are absent, excused or not, you are required to submit a Memorandum for Record (format T&Q page 184, 185, 195) that lists and answers the samples of behavior you missed for that lesson. Failing to turn in the memo by next class period
will reduce your class participation and hurt your perceived ability to be a reliable officer candidate.
b. For every unexcused class missed regardless of whether a memo was turned in or not will be -4 points from class participation. If a memo is not turned in, 8 points will be deducted from participation. If the memo is turned in late it is 6 points will be deducted.

12. Term and Form 48 Interviews: All cadets must meet with me for term interviews by 6 February. We will review your form 48 and academic plan and talk about ROTC and the Air Force itself. Since your academic advisor should have signed off for the whole year on your form 48, you do not need any additional signatures.

13. Class Decorum: You will conduct yourself professionally at all times. The class will be called to attention when I enter (or exit). You are required to wear the uniform of the day (UOD) during class. If you do not have your uniform yet, please wear dress slacks and shirt with your hair within Air Force regulations. Customs and courtesies will be used for all cadets and cadre (ie address each other as Cadet Smith, not John).

   a. All personnel shall refrain from making offensive remarks, unfounded opinions, or irresponsible statements either verbally or in writing. Offensive remarks or irresponsible statements include comments disparaging any person's race, color, national origin, ethnic group, religion or sex.

   b. No food is allowed in class. COVERED drinks are allowed

   c. All electronics (cell phones, laptops, tablets etc.) will be turned off and put away before the beginning of class and remain turned off.

14. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. This information will be sent out to the class via Blackboard or email.

//SIGNED//
NIVIEN SATHASIVAM, Capt, USAF
Assistant Professor of Aerospace Studies

1 Attachment:
1. AFT 240 Reading Schedule
### AFT 240 SPRING 14 Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome/Course Overview</td>
<td>6-1—6-17</td>
</tr>
<tr>
<td>2</td>
<td>Air Power Through Cold War Pt I</td>
<td>6-18—6-50</td>
</tr>
<tr>
<td>3</td>
<td>Air Power Through Cold War Pt II</td>
<td>6-51—6-79</td>
</tr>
<tr>
<td>4</td>
<td>Air Power Through Cold War Pt III</td>
<td>Writing Assignment due Friday Feb 7 @ 2359 7-1—7-11</td>
</tr>
<tr>
<td>5</td>
<td>Air Power in Post-Cold War Pt I</td>
<td>7-27—7-37</td>
</tr>
<tr>
<td>6</td>
<td>Air Power in Post-Cold War Pt II</td>
<td>7-12—7-26</td>
</tr>
<tr>
<td>7</td>
<td>Air Power in Post-Cold War Pt III</td>
<td>Review for Test</td>
</tr>
<tr>
<td>8</td>
<td>Test 1</td>
<td>8-1—8-13</td>
</tr>
<tr>
<td>9</td>
<td>Air &amp; Space Power Today Pt I</td>
<td>8-14—8-30</td>
</tr>
<tr>
<td>10</td>
<td>Spring Break</td>
<td>Go somewhere warm</td>
</tr>
<tr>
<td>11</td>
<td>Air &amp; Space Power Today Pt II</td>
<td>8-31—8-42</td>
</tr>
<tr>
<td>12</td>
<td>Air &amp; Space Power Today Pt III</td>
<td>8-43—8-49</td>
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<td>13</td>
<td>Air &amp; Space Power Today Pt IV</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Air &amp; Space Power Today Pt V</td>
<td>Review for Test</td>
</tr>
<tr>
<td>15</td>
<td>Test 2</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Briefings</td>
<td></td>
</tr>
</tbody>
</table>
YEAR 3-AS 300
MEMORANDUM FOR ALL AFT 351 CADETS

FROM: AFT 351 Instructor

SUBJECT: AFT 351 Course Syllabus, Fall 2013

1. Welcome back from field training; welcome to the Professional Officer Course (POC); and most importantly, welcome to AFT 351. This semester, you will team with the seniors to provide the leadership and management of your cadet wing. It is up to you to take the leadership and management tools provided in this course and apply them in the positions you hold within the cadet wing. This is also the perfect opportunity to combine your classroom knowledge with the invaluable leadership experiences each of you brought back from Maxwell AFB. The guidelines that follow will help you be successful in this course.

2. **Course Description:** The AS 300 course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

3. **Course Goals:**

   a. Each student should understand individual leadership skills and identify personal strengths and weaknesses as applied in an Air Force environment.

   b. Each student should comprehend the responsibility and authority of an Air Force officer, the Air Force officer’s responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader.

   c. Each student should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management.

   d. Each student should apply listening, speaking, and writing skills in Air Force-particular formats and situations with accuracy, clarity, and appropriate style.
4. **Instructor Information:**

   Instructor: Captain Mark A. Cole  
   Office: Armory Building, Room 224  
   Office Hours: M-F 0900-1530, appointments recommended  
   Office Phone: 765-494-2054  
   E-mail: Cole85@purdue.edu

5. **Grading Procedure:**

   a. Your letter grade will be determined by the percentage of total points you have accumulated during the semester, according to the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>500 - 450</td>
</tr>
<tr>
<td>B</td>
<td>449 - 400</td>
</tr>
<tr>
<td>C</td>
<td>399 - 350</td>
</tr>
<tr>
<td>D</td>
<td>349 - 300</td>
</tr>
<tr>
<td>F</td>
<td>299 - 0</td>
</tr>
</tbody>
</table>

   b. Your overall grade will be based on the following items and associated points:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>20.0%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>20.0%</td>
</tr>
<tr>
<td>Briefing Assignment</td>
<td>150</td>
<td>30.0%</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td>100</td>
<td>20.0%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
<td>10.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

6. **Exams:** There will be two non-comprehensive exams given during the semester. Examination questions will cover the course objectives and samples of behavior (SOB) and will be drawn from the readings, class discussions, videos, and lectures.

7. **Writing Assignment (100 points):** There will be one writing assignment in which you will write on an Air Force Officer Career field from a list provided under assignments on Blackboard along with the specific details regarding the assignment. This assignment is due in electronic form through Blackboard by 2359 Sunday, 23 Sep 12. I will be more than happy to review a draft for you if you turn one in NLT 7 days before the due date. You will be graded on clarity of thought, punctuation/grammar, and spelling. *The Tongue and Quill* should be used for proper formatting. The penalty for a late document is 5 points for every calendar date.

   (1) Topics must be submitted in Blackboard NLT Thursday, 13 Sep 12. Once a topic is approved, do not change that topic without consulting me first. You will lose 1 point per day from your final Paper grade for late career field selections.

   (2) You must bring a finished rough draft of your position paper to class on Thursday, 20 Sep 12. We will be going over how do edit your draft that day.
(3) The position paper is due in electronic form through Blackboard by 2359 on Sunday, 22 Sep 12.

8. Briefing Assignment (150 points):

   a. PowerPoint presentation (100): You are required to present a briefing to the class using Microsoft PowerPoint on an Air Force Officer Career field. It will contain a minimum of one title slide with your topic, name and rank; overview slide with three main points; at least two slides per main point; summary slide; and question slide. Your presentation should include various aspects of the career, such as what day to day operations would entail; prevalent degrees of those within the career field, information on deployment tempo, and potential bases where this career field is stationed. For instance, someone with a Meteorological degree will not go into the Nursing Career field or a Pilot will not be stationed at a base that does not have any aircraft. The briefing should be a minimum of 12 minutes and no longer than 15 minutes. You will be graded in accordance with HOLMCENTER FORM 6 which is posted on Blackboard. If you are not prepared to present during your scheduled time, you will lose 5 points per day without prior approval.

   (1) Air Force Officer Career Field choice is the same as your paper unless you request and receive prior approval.

   (2) The PowerPoint slides are due in electronic form through Blackboard by COB the day your briefing is presented to the class.

   b. Talking Paper (50): You will follow the formatting in the T&Q to write a talking paper to support your presentation. The talking paper is to be submitted to Blackboard by 2359 the day before your presentation is going to be delivered. There will be a 5 point per day penalty if it is late.

9. Class Participation (50 Points): As future Air Force officers, much of your success as a leader will depend on your professionalism, enthusiasm, and contribution toward group success. Thus, you will be evaluated on the quality and quantity of your class participation as well as your professionalism. Any quizzes given during the semester will count toward your class participation.

10. Attendance: You are expected to attend all sessions of this class (AFROTC cadet and Academic only students). There are two sections on Tuesday and Thursday at 1200-1315 and 1330-1445. If you cannot attend your assigned session, you may attend the other session. AFROTC cadets must attend at least 80% of class meetings to receive a passing grade. Please inform me of any emergencies which could constitute an excused absence. You are responsible for all material covered in class regardless of your attendance.

11. Textbooks: You are responsible for the location and condition of your textbooks. Failure to maintain your assigned textbooks in satisfactory condition will result in formal counseling and documentation of your inability to take care of government property. This may affect your rating on your ability to meet military retention standards, your class ranking, and your overall officer
potential. The following textbooks are required for this course. Please let me know if you do not have any of the required material.

a. T-309  *Leadership Studies*

b. AU-24  Concepts for Air Force *Leadership*  **THIS IS RETURNABLE**

c. AFH 33-337  *The Tongue and Quill*

d. T-503  *The Armed Forces Officer*  **THIS IS RETURNABLE**

12. **Lesson Objectives/Samples of Behavior (SOB):** Objectives and samples of behavior are provided for each lesson. They will help focus your attention for reading assignments, class preparation, and examinations.

13. **AFROTC Term Interviews (AFROTC cadets only):**

a. I will be meeting with each of you for an AFROTC Form 48 and midterm interview. The interview will be held in my office. See me for a time immediately following class or sign up on the schedule outside of my office. All interviews must be complete by 17 Oct 2012. Our meeting will last approximately 30 minutes. We will review your latest grade report, your AFROTC Form 48, and other related topics.

b. I will be handing out your Forms 48 for you to get re-evaluated by your academic counselor. If you need further instructions on how to complete the Form 48, please contact me. You are required to have a Form 48 complete at the time of your term interview. If you know you will not have your Form 48 done, please reschedule your interview ahead of time.

14. **Class Preparation:**

a. Reading assignments will be read prior to class. They are primarily in your student reader and can be identified by the Lesson # in your textbook and in the “Reading” column on the course schedule. There will be outside reading that I will post on Blackboard. I will let you know about these readings ahead of time.

b. Occasionally, you will be asked to brief the class on a current event topic. This is not meant to be time consuming, and you will know the class ahead of time who needs to bring a current event topic. This is designed to bring awareness on the current events in the world.

15. **Class Deportment:**

a. You will conduct yourselves professionally as POC members and as future commissioned officers in the United States Air Force. The Uniform Of the Day (UOD) for Tuesdays will be ABU’s. All cadets will wear the prescribed UOD for Thursdays. The class should be called to attention when I enter or exit and when a more senior officer enters or exits.
b. You are encouraged and expected to ask questions and express your views. The free exchange of opinions and ideas is essential to the educational process and to the greatest extent possible faculty, students and staff are encouraged to speak and write freely. However, even in this academic setting, the importance of Air University’s military mission requires limits on some types of expression. All personnel shall refrain from making offensive remarks, unfounded opinions, or irresponsible statements either verbally or in writing. Offensive remarks or irresponsible statements include comments disparaging any person’s race, color, national origin, ethnic group, religion or sex.

c. Food and drink are allowed providing they are not distracting and the room is left clean.

d. All electronics (cell phones, laptops, music players, etc.) will be turned off and put away before the beginning of class and will remain off for the duration.

e. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. This information will be sent out to the class via Blackboard or email.

//SIGNED//
MARK A. COLE, Captain, USAF
Assistant Professor of Aerospace Studies

Attachments:
AFT 351 Course Schedule
Purdue Classroom Emergency Procedures
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 20-Aug-12</td>
<td>Welcome/Administration/Course Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 22-Aug-12</td>
<td>Lesson 1 - Introduction to Leadership Theory</td>
<td>AU24 p.5-7</td>
<td></td>
</tr>
<tr>
<td>Tues 27-Aug-12</td>
<td>Lesson 3 - Air Force Leadership</td>
<td>AFDD 1-1 p.1-9, 22-23, 27-36, 53-60</td>
<td></td>
</tr>
<tr>
<td>Thurs 29-Aug-12</td>
<td>Lesson 4 – The Profession of Arms</td>
<td>T-503: Ch 1</td>
<td></td>
</tr>
<tr>
<td>Tues 3-Sep-12</td>
<td>Lesson 6 - Self Assessment - DiSC</td>
<td>DiSC Preview</td>
<td>DiSC Preview</td>
</tr>
<tr>
<td>Thurs 5-Sep-12</td>
<td>Lesson 7 – Stress Management &amp; Resiliency (1)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Tues 10-Sep-12</td>
<td>Lesson 7 – Stress Management &amp; Resiliency (2)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Thurs 12-Sep-12</td>
<td>Lesson 2 – Air Force Values – The Price of Admission</td>
<td>T309: Ch 2</td>
<td>Topic Due</td>
</tr>
<tr>
<td>Tues 17-Sep-12</td>
<td>Lesson 11/12 - AF Effective Writing/Writing Strategies</td>
<td>T&amp;Q Effective Writing</td>
<td></td>
</tr>
<tr>
<td>Thurs 19-Sep-12</td>
<td>Lesson 21 - Editing Your Draft</td>
<td>T309: Ch 21, T&amp;Q: Ch 8</td>
<td>Paper due</td>
</tr>
<tr>
<td>Tues 24-Sep-12</td>
<td>Lesson 9 – Introduction to Critical Thinking</td>
<td>AU24 p.271-278</td>
<td></td>
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<tr>
<td>Thurs 26-Sep-12</td>
<td>Exam 1</td>
<td></td>
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<tr>
<td>Tues 1-Oct-12</td>
<td>Lesson 16 - Motivation</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Thurs 3-Oct-12</td>
<td>Lesson 8 - Sexual Assault Prevention &amp; Response I</td>
<td>T309: Ch 8</td>
<td></td>
</tr>
<tr>
<td>Tues 8-Oct-12</td>
<td>October Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 10-Oct-12</td>
<td>Lesson 23 - Power &amp; Influence</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Tues 15-Oct-12</td>
<td>Lesson 14 - Team Building</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Thurs 17-Oct-12</td>
<td>Lesson 15 - Problem Solving</td>
<td>T309: Ch 15</td>
<td></td>
</tr>
<tr>
<td>Tues 22-Oct-12</td>
<td>Lesson 15 - Problem Solving Exercise</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Thurs 24-Oct-12</td>
<td>Lesson 17 - Followership</td>
<td>T309: Ch 17</td>
<td></td>
</tr>
<tr>
<td>Tues 29-Oct-12</td>
<td>Lesson 19 - Management Functions &amp; Principles</td>
<td>None</td>
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</tr>
<tr>
<td>Thurs 31-Oct-12</td>
<td>Lesson 18 - Situational Leadership</td>
<td>T309: Ch 18</td>
<td></td>
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<tr>
<td>Tues 5-Nov-12</td>
<td>Lesson 20 - Change Management</td>
<td>None</td>
<td></td>
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<tr>
<td>Thurs 7-Nov-12</td>
<td>Lesson 22 - Conflict Management</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Tues 12-Nov-12</td>
<td>Lesson 13 - Basics of Briefing &amp; Test Review</td>
<td>T309: Ch 13</td>
<td></td>
</tr>
<tr>
<td>Thurs 14-Nov-12</td>
<td>Exam 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 19-Nov-12</td>
<td>Lesson 25(1) - Student Briefings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 21-Nov-12</td>
<td>Lesson 25(2) - Student Briefings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 26-Nov-12</td>
<td>Lesson 25(3) - Student Briefings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 28-Nov-12</td>
<td>Thanksgiving Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 3-Dec-12</td>
<td>Lesson 25(4) - Student Briefings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 5-Dec-12</td>
<td>Lesson 25(5) - Student Briefings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EMERGENCY NOTIFICATION PROCEDURES:

- Dial 911 from any public or campus telephone.

- Over 250 Emergency Telephone System (ETS)
  - For assistance push the ETS button which will connect you to the Purdue Police Department

- Immediate warning notifications focuses on two basic concepts:
  - Fire Alarms mean to immediately evacuate the building and proceed to your Emergency Assembly Area (should be specified in the Building Emergency Plan).
  - All Hazards Outdoor Emergency Warning Sirens means to immediately seek shelter (Shelter In Place) in a safe location within closest facility/building.
    - “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, earthquake, release of hazardous materials in the outside air, or a civil disturbance. When you hear the sirens immediately go inside a building to a safe location and use all communication means available to find out more details about the emergency. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

(In both cases, you should seek additional clarifying information by all means possible…Purdue Home page, email alert, TV, radio, etc…review the Purdue Emergency Warning Notification System multi-communication layers at http://www.purdue.edu/emergency_preparedness/warning_system.htm)

EMERGENCY RESPONSE PROCEDURES:

- Purdue’s Emergency Procedures Guide should be periodically reviewed and referenced for all emergencies. Located at: https://www.purdue.edu/emergency_preparedness/flipchart/index.html

- Be familiar with the Building Emergency Plan (each building is required to have a BEP) for:
  - evacuation routes, exit points, and location to report for roll call after evacuating the building.
• when and how to evacuate the building.
• shelter in place procedures and locations
• additional building specific procedures and requirements.

• Understand the University’s emergency warning notification system…Purdue ALERT [http://www.purdue.edu/emergency_preparedness/warning_system.htm](http://www.purdue.edu/emergency_preparedness/warning_system.htm)

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

• "Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: [http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm](http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm) (Link is also located on the EP website)

• “To Hell and Back, College Fire Survival" is a 20-minute fire safety video. You must register to view the video. However, the People’s Burn Foundation will not send you e-mail or spam, and your information will not be shared with third parties. The People’s Burn Foundation collects demographic information to study cultural, age and gender awareness pertaining to fire and burn prevention. The video can be seen at: [http://www.igot2kno.org/login.aspx?ReturnUrl=%2fcollege_fire_survival.aspx](http://www.igot2kno.org/login.aspx?ReturnUrl=%2fcollege_fire_survival.aspx)

MORE INFORMATION

Reference the Emergency Preparedness web site for additional information: [http://www.purdue.edu/emergency_preparedness/index.htm](http://www.purdue.edu/emergency_preparedness/index.htm)
MEMORANDUM FOR ALL AFT 361 CADETS

FROM: AFT 361 Instructor

SUBJECT: AFT 361 Course Syllabus, Spring 2013

1. Welcome to AFT 361. This semester, you will continue, as a team with the seniors, to provide the leadership and management of your cadet wing. You should take the leadership and management tools provided in this course and apply them in the positions you hold within the cadet wing as well as take them on to active duty as an Air Force officer. The guidelines that follow will help you be successful in this course.

2. Course Description: The AS 300 course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

3. Course Goals:

   a. Each student should comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment.

   b. Each student should comprehend the responsibility and authority of an Air Force officer, the Air Force officer’s responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader.

   c. Each student should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management.

   d. Each student should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.
4. **Instructor Information:**

   Instructor: Captain Mark A. Cole  
   Office: Armory Building, Room 224  
   Office Hours: M-F 0900-1530, appointments recommended  
   Office Phone: 765-494-2054  
   E-mail: cole85@purdue.edu

5. **Grading Procedure:**

   a. Your letter grade will be determined by the percentage of total points you have accumulated during the semester, according to the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>500 - 450</td>
<td>20.0%</td>
</tr>
<tr>
<td>B</td>
<td>449 - 400</td>
<td>20.0%</td>
</tr>
<tr>
<td>C</td>
<td>399 - 350</td>
<td>20.0%</td>
</tr>
<tr>
<td>D</td>
<td>349 - 300</td>
<td>20.0%</td>
</tr>
<tr>
<td>F</td>
<td>299 - 0</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

   b. Your overall grade will be based on the following items and associated points:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>20.0%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>20.0%</td>
</tr>
<tr>
<td>Briefing Assignment</td>
<td>100</td>
<td>20.0%</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td>100</td>
<td>20.0%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
<td>20.0%</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

6. **Exams:** There will be two non-comprehensive exams given during the semester. Examination questions will cover the course objectives and samples of behavior (SOB) and will be drawn from the readings, class discussions, videos, and lectures.

7. **Writing Assignments (100 points):** There will be one writing assignment in which you will decide on a topic from a list provided under assignments on Blackboard along with the specific details regarding the assignment. This assignment is due in electronic form through Blackboard by **2359 Sunday, 23 Feb 2013**. I will be more than happy to review a draft for you if you turn one in NLT 7 days before the due date.

8. **Briefing Assignment (100 points):** The briefing will be the same topic as your writing assignment and will be presented to the class in a 15 min informative presentation not to include questions. In the Air Force you must be able to present your information adequately and in a timely manner. You will be evaluated on the information presented as well as the amount of time. Your presentation should fall between 14 and 16 minutes and will be graded as shown
below for failure to meet time. You will be stopped at 18 minutes without time deduction but will be penalized for planning and lack of summary.

You should cover the same main points as presented in the writing assignment at a minimum. Describe:
1.) Mission/purpose of the organization
2.) History of the organization
3.) Air Force interaction with the organization

The PowerPoint slides are due in electronic form through Blackboard by COB the day your briefing is presented to the class. (10 points)

9. Attendance: You are expected to attend all sessions of this class. There are two sections on Tuesday and Thursday at 1200-1315 and 1330-1445. If you cannot attend your assigned session, you may attend the other session. Since you cannot participate if you are not in class, your attendance does count towards your grade. AFROTC cadets must also attend at least 80% to receive a passing grade. Please inform me of any emergencies which could constitute an excused absence. You are responsible for all material covered in class regardless of your attendance.

10. Class Participation (100): As future Air Force officers, much of your success as a leader will depend on your professionalism, enthusiasm, and contribution toward group success. Thus, you will be evaluated on the quality and quantity of your class participation as well as your professionalism. Any quizzes given during the semester will count toward your class participation.

11. Textbooks: You are responsible for the location and condition of your textbooks. Failure to maintain your assigned textbooks in satisfactory condition will result in formal counseling and documentation of your inability to take care of government property. This may affect your rating on your ability to meet military retention standards, your class ranking, and your overall officer potential. The following textbooks are required for this course. Please let me know if you do not have any of the required material.

   a. T-309    Leadership Studies – Student Reader
   b. AFH 33-337   The Tongue and Quill
   c. T-503    The Armed Forces Officer

12. Lesson Objectives/Samples of Behavior (SOB): Objectives and samples of behavior are provided for each lesson. They will help focus your attention for reading assignments, class preparation, and examinations.
13. **AFROTC Term Interviews (AFROTC Cadets Only):** I will be meeting with each of you for an AFROTC Form 48 and midterm interview. The interview will be held in my office. You must meet with me prior to 28 Feb 2013. Sign up on the schedule outside of my office. Our meeting will last approximately 30 minutes. We will review your latest grade report, your AFROTC Form 48, and other related topics. You must review your AFROTC Form 48 prior to this meeting.

14. **Class Preparation:** You should complete the reading assignments prior to class.

1. **Class Deportment:**
   
a. You will conduct yourselves professionally as POC members and as future commissioned officers in the United States Air Force. The Uniform Of the Day (UOD) for Tuesdays will be ABU’s. All cadets will wear the prescribed UOD for Thursdays. The class should be called to attention when I enter or exit and when a more senior officer enters or exits.

   b. You are encouraged and expected to ask questions and express your views. The free exchange of opinions and ideas is essential to the educational process and to the greatest extent possible faculty, students and staff are encouraged to speak and write freely. However, even in this academic setting, the importance of Air University’s military mission requires limits on some types of expression. All personnel shall refrain from making offensive remarks, unfounded opinions, or irresponsible statements either verbally or in writing. Offensive remarks or irresponsible statements include comments disparaging any person’s race, color, national origin, ethnic group, religion or sex.

   c. Food and drink are allowed providing they are not distracting and the room is left clean.

   d. All electronics (cell phones, laptops, music players, etc.) will be turned off and put away before the beginning of class and will remain off for the duration.

   e. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. This information will be sent out to the class via Blackboard or email.

   //SIGNED//
   MARK A. COLE, Captain, USAF
   Assistant Professor of Aerospace Studies

Attachments:
AFT 361 Course Schedule
Purdue Classroom Emergency Procedures
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 14-Jan</td>
<td>Welcome/Administration/Course Overview &amp; Lesson 28 Air Force Equal Opportunity Program</td>
<td></td>
</tr>
<tr>
<td>Thurs 16-Jan</td>
<td>Lesson 31 Leadership Authority and Responsibility</td>
<td></td>
</tr>
<tr>
<td>Tues 21-Jan</td>
<td>TBD</td>
<td>Term Interviews starts</td>
</tr>
<tr>
<td>Thurs 23-Jan</td>
<td>Lesson 29 - Effective Supervision</td>
<td></td>
</tr>
<tr>
<td>Tues 28-Jan</td>
<td>Lesson 30 - Mentoring</td>
<td></td>
</tr>
<tr>
<td>Thurs 30-Jan</td>
<td>Lesson 32 – Corrective Supervision and Counseling</td>
<td></td>
</tr>
<tr>
<td>Tues 4-Feb</td>
<td>Lesson 32 - Corrective Supervision &amp; Counseling</td>
<td></td>
</tr>
<tr>
<td>Thurs 6-Feb</td>
<td>Lesson 33 - Counseling Practicum</td>
<td></td>
</tr>
<tr>
<td>Tues 11-Feb</td>
<td>Lesson 33 - Counseling Practicum</td>
<td></td>
</tr>
<tr>
<td>Thurs 13-Feb</td>
<td>Lesson 35 – Leadership and Mgmt Case Studies</td>
<td></td>
</tr>
<tr>
<td>Tues 18-Feb</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>Thurs 20-Feb</td>
<td>Lesson 34 – Standards &amp; Accountability/Case Studies</td>
<td></td>
</tr>
<tr>
<td>Tues 25-Feb</td>
<td>Lesson 27 - <em>The Caine Mutiny</em></td>
<td>Paper due 23 Feb by 2359</td>
</tr>
<tr>
<td>Thurs 27-Feb</td>
<td>Lesson 27 - <em>The Caine Mutiny</em></td>
<td>Term Interview ends 28 Feb</td>
</tr>
<tr>
<td>Tues 4-Mar</td>
<td>Lesson 37 – Joint Ethics</td>
<td></td>
</tr>
<tr>
<td>Thurs 6-Mar</td>
<td>Lesson 36 - <em>12 Angry Men</em></td>
<td></td>
</tr>
<tr>
<td>Tues 11-Mar</td>
<td>Lesson 36 - <em>12 Angry Men</em></td>
<td></td>
</tr>
<tr>
<td>Thurs 13-Mar</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Tues 18-Mar</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Thurs 20-Mar</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Tues 25-Mar</td>
<td>Lesson 38 – Supervisors In-Basket</td>
<td></td>
</tr>
<tr>
<td>Thurs 27-Mar</td>
<td>Lesson 39 – Ethical Moral Leadership</td>
<td></td>
</tr>
<tr>
<td>Tues 1-Apr</td>
<td>Lesson 40 – Remember the Titans</td>
<td></td>
</tr>
<tr>
<td>Thurs 3-Apr</td>
<td>Lesson 40 – Remember the Titans</td>
<td></td>
</tr>
<tr>
<td>Tues 8-Apr</td>
<td>Make-up Lesson &amp; Test Review</td>
<td></td>
</tr>
<tr>
<td>Thurs 10-Apr</td>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td>Tues 15-Apr</td>
<td>Lesson 41 (1) – Student Briefings</td>
<td>Briefing</td>
</tr>
<tr>
<td>Thurs 17-Apr</td>
<td>Lesson 41 (2) - Student Briefings</td>
<td>Briefing</td>
</tr>
<tr>
<td>Tues 22-Apr</td>
<td>Lesson 41 (3) - Student Briefings</td>
<td>Briefing</td>
</tr>
<tr>
<td>Thurs 24-Apr</td>
<td>Lesson 41 (4) - Student Briefings</td>
<td>Briefing</td>
</tr>
<tr>
<td>Tues 29-Apr</td>
<td>Lesson 41 (5) - Student Briefings</td>
<td>Briefing</td>
</tr>
<tr>
<td>Thurs 1-May</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Tues 6-May</td>
<td>No Class - Finals</td>
<td></td>
</tr>
<tr>
<td>Thurs 8-May</td>
<td>No Class - Finals</td>
<td></td>
</tr>
</tbody>
</table>
Classroom Emergency Preparedness
Attachment for Class Syllabus

EMERGENCY NOTIFICATION PROCEDURES:

- Dial 911 from any public or campus telephone.

- Over 250 Emergency Telephone System (ETS)
  - For assistance push the ETS button which will connect you to the Purdue Police Department

- Immediate warning notifications focuses on two basic concepts:
  - Fire Alarms mean to immediately evacuate the building and proceed to your Emergency Assembly Area (should be specified in the Building Emergency Plan).
  - All Hazards Outdoor Emergency Warning Sirens means to immediately seek shelter (Shelter In Place) in a safe location within closest facility/building.
    - “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, earthquake, release of hazardous materials in the outside air, or a civil disturbance. When you hear the sirens immediately go inside a building to a safe location and use all communication means available to find out more details about the emergency. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

(In both cases, you should seek additional clarifying information by all means possible...Purdue Home page, email alert, TV, radio, etc...review the Purdue Emergency Warning Notification System multi-communication layers at http://www.purdue.edu/emergency_preparedness/warning_system.htm)

EMERGENCY RESPONSE PROCEDURES:

- Purdue’s Emergency Procedures Guide should be periodically reviewed and referenced for all emergencies. Located at: https://www.purdue.edu/emergency_preparedness/flipchart/index.html

- Be familiar with the Building Emergency Plan (each building is required to have a BEP) for:
  - evacuation routes, exit points, and location to report for roll call after evacuating the building.
• when and how to evacuate the building.
• shelter in place procedures and locations
• additional building specific procedures and requirements.

• Understand the University’s emergency warning notification system…Purdue ALERT http://www.purdue.edu/emergency_preparedness/warning_system.htm

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

• “Shots Fired on Campus: When Lightning Strikes,” is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm (Link is also located on the EP website)

• “To Hell and Back, College Fire Survival” is a 20-minute fire safety video. You must register to view the video. However, the People’s Burn Foundation will not send you e-mail or spam, and your information will not be shared with third parties. The People’s Burn Foundation collects demographic information to study cultural, age and gender awareness pertaining to fire and burn prevention. The video can be seen at: http://www.igot2kno.org/login.aspx?ReturnUrl=%2fcollege_fire_survival.aspx

MORE INFORMATION

Reference the Emergency Preparedness web site for additional information: http://www.purdue.edu/emergency_preparedness/index.htm
Keys to a Successful Briefing

- Planning
- Organizing
- Implementing
PLANNING
CHARACTERISTICS

❖ ABCs of Briefing
  • Accuracy
  • Brevity
  • Clarity
Why are you briefing?

- To Inform
- To Advocate
Analyze your audience

- Background
- Attitude
- Rank
- Answer potential questions
- Get the facts
  - Use your experience
  - Interview experts
  - Printed materials/internet
Methods

- Manuscript
- Memorized
- Impromptu
- Prepared
ORGANIZATION
FORMAT

- Introduction
  - Greeting
  - Intro self/subject
  - Overview
- Body
  - Main Points
- Conclusion
  - Summary
  - Closure
INTRODUCTION

- **Greeting**
  - Good morning/afternoon Ma’am/Sir

- **Introduce self/subject**
  - I’m…and I’m going to brief you on...

- **Overview**
  - State main points; preview what’s to come
Main points

- Give facts
- Present support material
- Incorporate sources
- Balance between main points
Transitions

- Help flow from one idea to the next
- Signal audience
Summary

- State topic and main points
- Do not rebrief or add new information

Closure

- End by stating: “This concludes my briefing. Are there any questions?”
RECAP

❖ Introduction
   • TELL ‘EM what you’re going to tell them

❖ Body
   • TELL ‘EM

❖ Conclusion
   • TELL ‘EM what you told them
IMPLEMENTING
IMPLEMENTING

- Visual Aids
- Delivery
- Practice
VISUAL AIDS - PURPOSE

- Serve as notes
- Clarify meaning
- Enhance retention
- Keep audience focused
- Provide direction
VISUAL AIDS - TIPS

- Keep simple, clear, and relevant
- Large enough to be seen
- Know standard for command/organization
- Don’t talk to the visual aid or read it
- Know the equipment
DELIVERY TECHNIQUES

- Appearance
- Voice
- Eye contact and facial expression
- Movement
- Gestures
- Military bearing
- Notes
Sets tone for briefing

Completely under your control
Three C’s

- Clearly
- Correctly
- Conversationally

Variety (rate, pitch, volume) creates interest, motivates
EYE CONTACT & FACIAL EXPRESSION

- **Eye contact**
  - Direct and impartial
  - Establishes credibility and shows interest
  - Receive non-verbal feedback
  - Enhances delivery

- Use good facial expression, not “dead pan” face
Military briefings are usually given from behind lectern

- Limited movement
  - Reasonable and purposeful
    - Make a point
    - Add emphasis
    - Don’t over do it *
GESTURES

- Purposeful
- Point toward slide for emphasis
- Keep natural, don’t fidget or shuffle papers
- Beware of poor timing
MILITARY BEARING

- Never lose it
- Limit apology
- Keep going
- Number your cards
- Keep information brief
- Timing cues
- Watch gestures with cards...
Eliminate stage fright
Be prepared and enthusiastic
PRACTICE - Strategies

- Where you will brief
- With an audience
- Ask for feedback
- Don’t rush the beginning
- Know the intro “cold”
- Eliminate verbal pauses
SUMMARY

- Planning
- Organizing
- Implementing
Keys to a Successful Briefing

- Planning
- Organizing
- Implementing
“Make sure you have finished speaking before your audience has finished listening.”

Dorothy Snaroff
YEAR 4-AS 400
MEMORANDUM FOR AFT 471 STUDENTS

FROM: AFT 471 Instructor

SUBJECT: AFT 471 Course Syllabus, Fall 2013

1. Welcome to AFT 471, National Security Affairs and Preparation for Active Duty. Completion of this class represents one of the final steps you must take to earn your commission as a United States Air Force officer. Before you can assume that leadership responsibility, you must learn more about National Security issues around the world and expand your knowledge of how the Air Force operates. Likewise, you must hone your leadership, management, and communications skills. This course, coupled with your activities in Leadership Laboratory and the cadet wing, will help prepare you for success.

2. Course Description: AFT 471 addresses a variety of national security issues that Air Force officers should understand. Focus is given to examining security challenges around the world and identifying how the Air Force and other Services are organized and employed to respond to today’s threats. Finally, the course also addresses written and verbal communication skills.

3. Course Goals. Cadets enrolled in AFT 471 should:

   a. Comprehend the basic elements of national security policy and process.

   b. Comprehend the air and space power functions and competencies.

   c. Comprehend selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system.

   d. Comprehend the responsibility, authority, and functions of an Air Force commander.

   e. Comprehend the factors that facilitate a smooth transition from civilian to military life.

   f. Apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. (*Tongue & Quill*)

   g. Comprehend and apply concepts of ethical behavior.

4. Instructor Information:

   a. Instructor: Colonel Bretscher

   b. Office: Armory, Room 231A
c. Office Hours: M/W/F are best.

d. Office Phone: 494-2042

e. E-mail: sbretsc@purdue.edu

5. Grading Procedure. Your letter grade will be determined by the percentage of total points you have accumulated during the semester, according to the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>400 - 360</td>
</tr>
<tr>
<td>B</td>
<td>359 - 320</td>
</tr>
<tr>
<td>C</td>
<td>319 - 280</td>
</tr>
<tr>
<td>D</td>
<td>279 - 240</td>
</tr>
<tr>
<td>F</td>
<td>239 - 0</td>
</tr>
</tbody>
</table>

Your overall grade will be based on the following items and associated points:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>100</td>
<td>25.0%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>25.0%</td>
</tr>
<tr>
<td>Briefing Assignment</td>
<td>100</td>
<td>25.0%</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td>50</td>
<td>12.5%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

6. Mid-term Exam (100 points): There will be one mid-term exam, covering material presented in texts, hand-outs, videos, and classroom discussions.

7. Final Exam (100 points): There will be one final exam, covering material in texts, hand-outs, videos, and classroom discussions that was not covered by the mid-term exam unless duly noted by me (in other words, there may be material from a few lessons covered by the mid-term on the final. I will ensure you know what these lessons are).

8. Writing Assignments (50 points): You will write a standard Air Force Background Paper using the format prescribed in the Tongue and Quill (see pages 215-216). The paper will be one page in length. I will assign and discuss the topic in class. The paper is due on 29 Aug.

9. Briefing/Presentation Assignment (100 points): You will present a 20-25 minute briefing on national security topics related to a specific region of the world. The briefing may address, for example, current events in the region, the US Combatant Command(s) involved in the region, Air Force installations in the region, and specific military activities currently taking place in the region. I will discuss the presentation in class. A talking paper outlining the briefing (may be more than one page) will be presented to me before the briefing. Note that a talking paper is a “...quick-reference outline on key points, facts, positions, questions to use during oral presentations...” Propose your briefing topic to me NLT 3 Oct.
Briefings will be graded on the following areas:

Talking Paper: Does it help guide the listener through the briefing? (5)

Content:
- Introduction (5)
- Body – main points, development, support, national security implications, etc (30)
- Conclusion (5)

Delivery:
- Verbal Expression (10)
- Movement/Gestures (5)
- Eye Contact (5)

Organization:
- Clarity – related main points to purpose/each other, organization, transitions, etc (30)
- Slides – Keep Audience focused, support the listener’s understanding of the topic (5)

10. Class Participation (50 Points): You are expected to come to class prepared, ask and answer questions as well as share your opinions and perspectives on the topics of the course. You will be evaluated on the quality and quantity of your participation in class discussions.

11. Textbooks: The following texts have been or will be issued to you:
   
   a. AS400 Text, National Security Affairs and Preparation for Active Duty, 2013-14 Edition (Posted on Blackboard)
   
   b. Tongue and Quill (Posted on Blackboard)
   
   d. AFDD-1, AF Doctrine Document 1, 14 Oct 2011 (Posted on Blackboard)

12. Reading Assignments. Reading assignments (see attachment) should be completed prior to class.

13. Term Interviews: I will meet with each of you for a term interview during Aug and Sept. Our meeting will last approximately 20 minutes. We will review your latest grade report, your AFROTC Form 48 (academic plan), and other topics. You and your advisor must review your AFROTC Form 48 prior to coming to this meeting, and your advisor must sign it signifying that the academic plan is approved. Schedule Term Interview through Ms Arthur NLT 20 Sep.

14. Class Attendance: You are expected to attend all sessions of this class. You must attend a minimum of 80% of scheduled classes to receive a passing grade (this applies to ALL students enrolled in the class, cadets and “academic only” students alike). Absences may be excused if approved prior to class or for emergencies. Excused absences will include AFROTC requirements such as medical appointments at WPAFB and attendance at “Phase II” training. Unexcused absences include departing early for October or Thanksgiving break and may affect my evaluation of your officership and your ability to meet military retention standards. You are responsible for all material covered in class regardless of your attendance.
15. Class Decorum. You are, of course, expected to conduct yourself in a professional manner at all times. You are required to wear the prescribed uniform of the day during class on Tuesday and Thursday. You may bring a drink in the classroom. You should call the room to attention when I enter and exit the room. This is a non-attribution environment, but you must use good judgment in voicing your opinions. You are expected to be prepared for class, ask questions, express your views, and respect the views of others.

16. Emergencies due to weather or other circumstances could close Purdue for a short or extended period of time. Emergency and updated information will be posted on Purdue’s home page. You are also encouraged to sign-up for “Purdue Alert Text Messages at: http://www.purdue.edu/securepurdue/. If changes to the course are necessary, I will push that information in class and via Blackboard announcements.

17. I look forward to engaging with you on the important topics of this course. My most important goal is to ensure you are prepared to be a United States Air Force officer. If there is anything I can do to assist you, please do not hesitate to ask.

[Signature]

SETH P. BRETSCHER, Colonel, USAF
Professor of Aerospace Studies

Attachment:
AFT 471 Course Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Tues 20-Aug-12</td>
<td>Lsn 1 Intro: Safety, Security, Emergency Response</td>
<td>AS400 Text</td>
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<tr>
<td>Thurs 22-Aug-12</td>
<td>Lsn 4 Constitution, Lsn 5 Roles of US Gov't</td>
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<tr>
<td>Tues 27-Aug-12</td>
<td>Lsn 12 Policy</td>
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<tr>
<td>Thurs 29-Aug-12</td>
<td>Lsn 13 Making Strategy</td>
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<td>Tues 3-Sep-12</td>
<td>Lsn 14 Principles of War</td>
<td>AS400 Text</td>
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<tr>
<td>Thurs 5-Sep-12</td>
<td>Lsn 15 Evolving War; Lsn 10 Setting the World Stage</td>
<td>AS400 Text</td>
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<tr>
<td>Tues 10-Sep-12</td>
<td>Lsn 16 DoD; Lsn 17 Total Force; Lsn 51 Defense Support to Civil Authorities</td>
<td>AS400 Text</td>
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<tr>
<td>Thurs 12-Sep-12</td>
<td>18 Air/Space Functions</td>
<td>AS400 Text</td>
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<tr>
<td>Tues 17-Sep-12</td>
<td>Lsn 19 Capabilities; Lsn 20 Force Packaging</td>
<td>AS400 Text</td>
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<td>Thurs 19-Sep-12</td>
<td>MID-TERM EXAM</td>
<td>AS400 Text</td>
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<tr>
<td>Tues 24-Sep-12</td>
<td>Exam Review; Lsn 7 Cross-cultural Competence</td>
<td>AS400 Text</td>
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<tr>
<td>Thurs 26-Sep-12</td>
<td>Lsn 8 Relating/Communicating Cross Culturally</td>
<td>AS400 Text</td>
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<tr>
<td>Tues 1-Oct-12</td>
<td>Lsn 9 Culture Skills Training -- Afghanistan</td>
<td>AS400 Text</td>
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<td>Thurs 3-Oct-12</td>
<td>Lsn 6 Terrorism</td>
<td>AS400 Text</td>
<td>Briefing Topic</td>
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<td>Tues 8-Oct-12</td>
<td>October Break</td>
<td>AS400 Text</td>
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<tr>
<td>Thurs 10-Oct-12</td>
<td>Lsn 24 - US Army; Lsn 56 - AEF</td>
<td>AS400 Text</td>
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<tr>
<td>Tues 15-Oct-12</td>
<td>Lsn 25 &amp; 26, Navy &amp; Marines</td>
<td>AS400 Text</td>
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<td>Thurs 17-Oct-12</td>
<td>Lsn 28, Joint OPS</td>
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<td>Tues 22-Oct-12</td>
<td>FINAL EXAM</td>
<td>AS400 Text</td>
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<tr>
<td>Thurs 24-Oct-12</td>
<td>Exam Review; Lsn 50, USNORTHCOM w/ examples from Lsn 51 Support to Civil Authorities; Lsn 11 USCENTCOM</td>
<td>AS400 Text</td>
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<td>Tues 29-Oct-12</td>
<td>USNORTHCOM &amp; USCENTCOM Briefings</td>
<td>AS400 Text</td>
<td>Student Presentation</td>
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<td>Thurs 31-Oct-12</td>
<td>USNORTHCOM &amp; USCENTCOM Briefings</td>
<td>AS400 Text</td>
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<tr>
<td>Tues 5-Nov-12</td>
<td>Lsn 22, USPACOM Area of Responsibility, Briefings</td>
<td>AS400 Text</td>
<td>Student Presentation</td>
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<tr>
<td>Thurs 7-Nov-12</td>
<td>USPACOM Briefs</td>
<td>AS400 Text</td>
<td>Student Presentation</td>
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<tr>
<td>Tues 12-Nov-12</td>
<td>Lsn 34, USEUCOM Area of Responsibility, Briefings</td>
<td>AS400 Text</td>
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<td>Thurs 14-Nov-12</td>
<td>USEUCOM Briefs</td>
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<td>Tues 19-Nov-12</td>
<td>Lsn 23, USAFRICOM Area of Responsibility, Briefings</td>
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<td>Tues 21-Nov-12</td>
<td>USAFRICOM Briefings</td>
<td>AS400 Text</td>
<td>Student Presentation</td>
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<tr>
<td>Tues 26-Nov-12</td>
<td>Lsn 44, USOUTHCOM AOR, Briefings</td>
<td>AS400 Text</td>
<td>Student Presentation</td>
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<td>Thurs 28-Nov-12</td>
<td>Thanksgiving Break</td>
<td>AS400 Text</td>
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<tr>
<td>Tues 3-Dec-12</td>
<td>USOUTHCOM Briefings</td>
<td>AS400 Text</td>
<td>Student Presentation</td>
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<tr>
<td>Thurs 5-Dec-12</td>
<td>Make-up</td>
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</table>
MEMORANDUM FOR ALL AFT 481 STUDENTS

FROM: AFT 481 Instructor

SUBJECT: AFT 481 Course Syllabus, Spring 2014

1. Welcome to AFT 481, National Security Affairs and Preparation for Active Duty. This course will help you learn more about the Air Force, strengthen your communications skills, and prepare you to be a successful Air Force officer.

2. Course Description: AFT 481 addresses a variety of issues that Air Force officers must understand, such as the military legal system, the personnel evaluation system, suicide awareness and prevention program, sexual harassment awareness, and operational risk management. The course also includes exercises to improve written and verbal communication skills.

3. Course Goals. Cadets enrolled in AFT 481 should:
   a. Comprehend selected provisions of the military justice system.
   b. Comprehend the enlisted and officer performance feedback and formal evaluation systems.
   c. Comprehend the responsibility, authority, and functions of an Air Force commander.
   d. Comprehend the factors that facilitate a smooth transition from civilian to military life.
   e. Apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.
   f. Comprehend and apply concepts of ethical behavior.

4. Instructor Information:
   a. Instructor: Colonel Bretscher
   c. E-mail: sbretsc@purdue.edu

5. Grading Procedure. Your letter grade will be determined by the percentage of total points you have accumulated during the semester according to the scale below:
Your overall grade will be based on the following items and associated points:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Two Exams</td>
<td>100</td>
<td>33.3%</td>
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<tr>
<td>Advocacy Paper</td>
<td>60</td>
<td>20.0%</td>
</tr>
<tr>
<td>Briefing Assignment</td>
<td>100</td>
<td>33.3%</td>
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<tr>
<td>Class Participation</td>
<td>40</td>
<td>13.3%</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

6. Exams (100 points): There will be two written closed-book exams given during the semester. The exams combined will total 100 points. The exams will cover material presented in texts, hand-outs, videos, and classroom discussions during previous class sessions/lessons. The exam date is shown in the attached lesson schedule.

7. Advocacy Paper (60 points): You are required to write a 2-3 page Position Paper on the same topic as your Advocacy Briefing. Format for the Position Paper is the same as a background paper in Tongue and Quill; see pages 215-218. Topics are wide-open, but a list of suggested topics can be found in Lesson 42. A list of sources is required with the paper.

8. Briefing Assignment (100 points): As part of Lesson 42, you will present a 15-minute advocacy briefing. The topic of your presentation will be discussed in class but will build upon your advocacy paper. Topics are wide-open, but a list of suggested topics can be found in Lesson 42.

Briefings will be graded on the following areas:
- Talking Paper: Does it help guide the listener through the briefing? (5)
  A list of sources is required with the talking paper.

- Content:
  - Introduction (5)
  - Advocacy/Body – main points, compelling and convincing reasoning, argument clarity, opposing arguments, etc (30)
  - Conclusion (5)

- Delivery:
  - Verbal Expression (10)
  - Movement/Gestures (5)
  - Eye Contact (5)

- Organization:
  - Clarity – related main points to purpose/each other, organization, transitions, etc (30)
  - Slides – Keep Audience focused, support the listener’s understanding of the topic (5)

9. Class Participation and Professionalism (40 Points): As future Air Force officers, much of your success as a leader will depend on your professionalism, enthusiasm, and contribution toward group success. Thus, you will be evaluated on the quality and quantity of your class participation.
participation as well as your professionalism. Reminder, 80% attendance is the minimum requirement to pass AFT 481 (see below).

10. **Textbooks:** We will use the following texts during this term:

   a. T-408, National Security Affairs and Preparation for Active Duty. Only e-copies are available – it will be posted on Blackboard.

   b. Tongue and Quill – only e-copies are available. It will be posted on Blackboard.

11. **Reading Assignments.** You should complete the reading assignments (listed in the attachment) prior to class.

12. **AFROTC Term Interviews:** You must meet with me prior to 28 Feb 2013 for a term interview in my office. Please sign up through Mrs. Prater. We will review your latest grade report and other related topics, to include your academic plan (AFROTC Form 48). You must review your AFROTC Form 48 and bring it to the meeting (please ensure the NCOs put a xerox copy of your Fm 48 in your folder when it is removed). If changes are required, then your academic counselor must approve those changes prior to our meeting.

13. **Class Attendance:** You are expected to attend all sessions of this class. You must attend a minimum of 80% of scheduled classes to receive a passing grade. Absences may be excused if approved prior to class or for emergencies. Excused absences will include AFROTC requirements such as medical appointments at WPAFB, attendance at “Phase II” training, etc. Unexcused absences include departing early for Spring break and may affect my evaluation of your officership and your ability to meet military retention standards. Work all conflicts with other Purdue classes directly with me – we will work make-up classes as required. While I will defer priority to your other classes, you are still be responsible for all material covered in class regardless of your attendance. The class slides for testable material will be posted on Blackboard. This policy applies to both cadets and “academic only” students.

14. **Class Decorum.** You are expected to conduct yourself in a professional manner at all times. You are required to wear the prescribed uniform of the day during class. Eating in the classroom is allowed except when we have guest speaker. Drinks will always be allowed. The class will be called to attention when I enter and exit and/or when a more senior officer enters or exits. This is a non-attribution environment, but you must use good judgment in voicing your opinion. You are expected to be prepared for class, ask questions, express your views, and respect the views of others. All Purdue student conduct and ethics policies apply.

16. I look forward to engaging with you on the important topics of this course. My most important responsibility is to ensure you are well prepared to be a United States Air Force officer. If there is anything I can do to assist you, please do not hesitate to ask.

**SETH P. BRETSCHER,** Colonel, USAF
Professor of Aerospace Studies

Attachment:
AFT 481 Course Schedule
### AFT 481 - National Security Affairs - Spring 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
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<tbody>
<tr>
<td>Tues 14-Jan-14</td>
<td>Intro to Course; Standards and Syllabus Review</td>
<td>None</td>
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<tr>
<td>Thurs 16-Jan-14</td>
<td>Lsn 21 - MAJCOMS; Lsn 55 - Nuclear Ops</td>
<td>T-408</td>
<td>Term Interview Sign-up</td>
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<tr>
<td>Tues 21-Jan-14</td>
<td>Lsn 54 - Cyberspace</td>
<td>T-408</td>
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<td>Thurs 23-Jan-14</td>
<td>Lsn 51 - Defense Support of Civil Authorities</td>
<td>T-408</td>
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<td>Tues 28-Jan-14</td>
<td>Lsn 44 - Sexual Harrassment Awareness</td>
<td>T-408</td>
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<td>Thurs 30-Jan-14</td>
<td>Lsn 46 - Suicide Awareness</td>
<td>T-408</td>
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<tr>
<td>Tues 4-Feb-14</td>
<td>Lsn 47 - Risk Management</td>
<td>T-408</td>
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<tr>
<td>Thurs 6-Feb-14</td>
<td>Lsn 35 - Bullet Statement Writing</td>
<td>T-408</td>
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<tr>
<td>Tues 11-Feb-14</td>
<td>Lsn 36 - Bullet Statement Writing Practicum</td>
<td>T-408</td>
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<td>Thurs 13-Feb-14</td>
<td>Lsn 37 - Performance Feedback</td>
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<td>Tues 18-Feb-14</td>
<td>Exam</td>
<td>T-408</td>
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<td>Thurs 20-Feb-14</td>
<td>Exam Review/Lsn 42 - Advocacy Briefing</td>
<td>T-408</td>
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<td>Tues 25-Feb-14</td>
<td>Lsn 40 - Officer Eval System/Lsn 41 Eval Concepts</td>
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<td>Lsn 29 - Law of Armed Conflict</td>
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<td>Term Interview Deadline</td>
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<td>Lsn 30 - UCMJ; Lsn 31 - Military Law</td>
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<td>Thurs 6-Mar-14</td>
<td>Lsn 32 - Military Law Case Studies</td>
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<tr>
<td>Tues 11-Mar-14</td>
<td>Lsn 38 - Enlisted Force</td>
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<td>Thurs 13-Mar-14</td>
<td>Lsn 39 - Enlisted Eval System</td>
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<td>Tues 18-Mar-14</td>
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<td>Spring Break</td>
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<td>Paper Review/Lsn 49 Civilian Personnel</td>
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<td>Thurs 27-Mar-14</td>
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<td>Thurs 3-Apr-14</td>
<td>Exam Review/Lsn 33 - Code of Conduct</td>
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<td>Tues 8-Apr-14</td>
<td>Lsn 53 &amp; Lsn 42 - Student Presentations</td>
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<td>Lsn 53 &amp; Lsn 42 - Student Presentations</td>
<td>T-408</td>
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<td>Tues 15-Apr-14</td>
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<td>T-408</td>
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<td>Thurs 24-Apr-14</td>
<td>Lsn 53 &amp; Lsn 42 - Student Presentations</td>
<td>T-408</td>
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<tr>
<td>Tues 29-Apr-14</td>
<td>Lsn 52 - Oath of Office/Active Duty Prep</td>
<td>T-408</td>
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<tr>
<td>Thurs 1-May-14</td>
<td>Current AF Topics</td>
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</table>
Advocacy Briefing Preparation and Standards

**Review:** AFH 33-337, The Tongue and Quill, pp. 61 and 115-130, the briefing lessons, the Briefing Measurement Grade Sheet and the Position Paper Feedback Sheet.

**Cognitive Lesson Objective:**
- Apply advocacy briefing skills to deliver a convincing argument.

**Cognitive Samples of Behavior:**
- Describe the Problem/Solution and Pro/Con Plus 1 pattern for organizing advocacy briefings.
- Identify the most effective patterns for organizing advocacy briefings.
- Discuss strategies for presenting the pattern for Problem/Solution and Pro/Con Plus 1 advocacy briefings.
- Explain grading procedures for the advocacy brief.
- Explain procedures for the position paper.

**Affective Lesson Objective:**
- Respond positively to the importance of the preparation required for an advocacy briefing.

**Affective Sample of Behavior:**
- Actively participate in class discussion concerning preparation for the advocacy briefing.
Persuasion is a fact of life at all levels of a democratic society. Magazine ads motivate us to buy expensive cologne to make us more appealing. Twirling TV raisins invite us to taste their “sun-ripened” California flavor. Husbands and wives debate the merits of having small or large families. Children pester their parents to buy candy and gum at the supermarket. We use persuasion consciously and subconsciously. Whether we are asking a supervisor for a promotion, listening to a eulogy, or explaining a speeding ticket to a judge in traffic court, we are involved in persuasive activities. As future leaders, this is a skill worth perfecting.

**Tips for constructing your advocacy briefing**

- Select a current military issue of interest to you
- Write a clear position (a persuasive specific position)
- Write at least six reasons in support of that position
- Mark the two or three reasons your believe are best
- Find one fact and one opinion that you could use in support of each reason
- Outline your briefing
- Develop your position paper
- Prepare your visual aids

**MEASUREMENT REQUIREMENTS**

You must satisfactorily present a 7-minute advocacy briefing. While your goal is a 7-minute presentation, you have a time window of 5 to 9 minutes. For your advocacy briefing you must choose a current military issue to brief on. There are sufficient research materials for your topics in the AU Library. The briefing must utilize the following criteria:

- Be 5-9 minutes
- Clearly advocate a position (take a side and support it)
- Be your own original work
- Be presented professionally
- Extemporaneous
- Have minimum of two main points
- Cite at least two sources
• Incorporate at least two visual aids
• Include a position paper

**NOTE:** You must fill out the briefing measurement and position paper feedback sheets, attach your position paper, and turn these in to the grading flight commander one training day prior to the measurement.

**BRIEFING MEASUREMENT TOPIC ASSIGNMENT**

For the advocacy briefing, suggested topics are provided on the following pages. You’ll choose a current military issue and have it cleared by your flight commander. We’ve verified that sufficient research materials are available in our AU Library to fulfill the objective for each briefing. However, you’re not limited to the AU Library. Since the topics are general, you must narrow them to be more specific. Fill in the topic below after your flight commander gives final approval.

Your current military issue for the advocacy briefing is _______________. The goal of this speech is to alter the beliefs and judgments of the audience. An example of this is: The Air Force Chief of Staff convincing the Secretary of the Air Force that the Air and Space Expeditionary Force is the best approach to use for our nation’s defense.

Develop your briefings based upon your own research, not a classmate’s or an upperclass student’s. If you have any questions, don’t hesitate to contact your instructor.

**Grading**

Refer to the grade sheet for specific performance requirements.

**Bibliography:**

## CURRENT MILITARY ISSUES

*(Advocacy Briefing)*

<table>
<thead>
<tr>
<th>Issue</th>
<th>Library Folder</th>
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<tr>
<td>1. Will the Air and Space Expeditionary Force (AEF) structure produce the desired results?</td>
<td>(Air Expeditionary Force)</td>
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<tr>
<td>2. Is the United States prepared to remain the dominant air and space force in the future?</td>
<td>(Air Power 2020, 2025)</td>
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<tr>
<td>3. Is the Theater Missile Defense approach adequate for both long and short ranges?</td>
<td>(Ballistic Missile Defense)</td>
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<td>4. Does the Joint Force Air Component Commander ((JFACC) approach promote a truly unified fighting force in combat operations?</td>
<td>(Centralized Control of Air Assets)</td>
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<tr>
<td>5. Will space and air operations differ so much that the two cannot reside in the same military household?</td>
<td>(Separate Space Service)</td>
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<tr>
<td>6. Can the Military operate under current environmental constraints?</td>
<td>(Environmental Responsibilities vs. Military Ops)</td>
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<td>7. Does Foreign Arms Sales support U.S. Foreign Policy?</td>
<td>(Foreign Arms Sales)</td>
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<tr>
<td>8. Can the military prevent fratricide?</td>
<td>(Identification Friend or Foe)</td>
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<tr>
<td>9. Has the Computer Revolution altered how future wars will be conducted?</td>
<td>(Information Warfare)</td>
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<tr>
<td>10. Should the military participate in peacekeeping operations?</td>
<td>(Peacekeeping missions)</td>
</tr>
<tr>
<td>11. Logistics Lift Capability: Can we sustain our combat forces?</td>
<td>(Airlift Capabilities)</td>
</tr>
<tr>
<td>12. Humanitarian Operations are necessary to build coalitions.</td>
<td>(Operation Provide Comfort)</td>
</tr>
<tr>
<td>13. Stealth, information technology and precision strike make “force dominance” concept work.</td>
<td>(Precision guided munitions)</td>
</tr>
<tr>
<td>14. The military cannot continue without outsourcing and privatization of Defense infrastructure.</td>
<td>(Privatization and outsourcing in the Armed Forces)</td>
</tr>
<tr>
<td>15. The military is the appropriate tool to use for all terrorist attacks.</td>
<td>(Role of Air Power in Terrorist Reprisal)</td>
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<td>Library folder</td>
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   b) Nuclear weapons are an important military weapon.  
   (Law of Armed Conflict)

28. a) Many problems in the AF are “ill-defined”; therefore, traditional problem solving methods are ineffective.  
   b) Training in critical thinking is necessary for the success of our dynamic military force.  
   (Resolving ill-defined problems)

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   (Followership)

30. Leadership is just as important to AF officers as management.  
    (Leadership v. Management)

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    b) Nutrition education is critical for AF members.  
    c) Weight training is a critical piece of the Fit to Fight program.  
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    b) Preventing domestic violence is everyone’s concern.  
    (Life Skills)

**NOTE:** The goal of this speech is to alter the beliefs and judgments of the audience. These are only suggested topics. You may narrow the focus of your briefs as it pertains to the topic. (e.g., if you choose topic #10 – should the military participate in the peacekeeping operations, you can narrow the focus to a particular operation).
PART I

Lesson Title: Advocacy Briefing Preparation and Standards
Teaching Method: Informal Lecture
Time Required: 1 hour
Prerequisite Classes: Basics of Briefings
Visual Aids: PowerPoint Slides
Student Preparation: Read Student Reader
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Comprehend that effective preparation for an advocacy briefing results in a more convincing argument.

Cognitive Samples of Behavior:
1. Describe the Problem-Solution and Pro-Con Plus 1 pattern for organizing advocacy briefings.
2. Identify the most effective pattern for organizing advocacy briefings.
3. Discuss strategies for presenting the pattern for Problem-Solution and Pro-Con Plus 1 advocacy briefings.
4. Explain grading procedures for the Advocacy Brief.
5. Explain procedures for the position paper.

Affective Lesson Objective: Respond to the importance of the preparation required for an advocacy briefing.

Affective Sample of Behavior: Actively participate in class discussion concerning preparation for the Advocacy Briefing.

PART IB

Strategy: This informal lecture is designed to give students an understanding of the requirements for the Advocacy briefing. The class begins with a discussion about the difference between the informative briefing and the advocacy briefing. By highlighting the difference the students should be able to clearly understand what it means to advocate. Next, the different methods of organizing an advocacy briefing are covered. Here you’ll provide the students specific information concerning the most effective patterns for organizing an advocacy briefing. A quick discussion concerning delivery techniques is next. Special emphasis is placed on phrases to avoid during an advocacy briefing. After the delivery techniques are discussed, a quick review of the advocacy briefing grade sheet is presented. Here the instructor should place extra emphasis on how the advocacy grade sheet differs from the informative grade sheet. Lastly, because the position paper requirements for the advocacy briefing are slightly different from the informative briefing, the specific position paper requirements are discussed.
Lesson Outline:
A. Informative vs Advocacy
B. Building the Advocacy Brief
C. Organizational Patterns
D. Strategies to Consider
E. Delivery Techniques
F. Grade Sheet
G. Position Paper
ATTENTION
(Suggested: Let’s take a look into the future for a moment. You’ve been working in an organization for over a year and a half. A new commander arrived and wants meet with you and the other branch chiefs. You have a vision about how to restructure the organization to make it more efficient and effective. How can you persuade the new commander that your vision is right for the organization and should be implemented?)

MOTIVATION
(Suggested: You may very well find yourself in a situation just like this. Whether you’re preparing a formal briefing, like the one needed in the scenario mentioned above, or even a more informal situation, being able to advocate is a talent worth developing.)

TRANSITION
(Suggested: Today, I’m going to provide you with some valuable information that will help you prepare your advocacy briefing.)

OVERVIEW
A. Informative vs Advocacy
B. Building the Advocacy Brief
C. Organizational Patterns
D. Strategies to Consider
E. Delivery Techniques
F. Grade Sheet
G. Talking Paper

TRANSITION
(Suggested: Let’s begin by comparing the difference between informative and advocacy briefings.)
A. Informative vs. Advocacy Briefings.

1. Informative: Promotes understanding, enlightenment and education about a topic.
   a. Categories of informative briefs include description, demonstration, definition and reports. Example: Describe a few leadership traits of General Mosley.

2. Advocacy: Seeks to influence and alter the beliefs, feelings or behavior of the listener.
   EXAMPLE: Convince the audience that General Mosley made the greatest contribution to the current structure of the Air Force.
   a. Categories include to: convince, motivate and stimulate.

   (1) The goal of a briefing to convince is to alter the beliefs and judgments of an audience. EXAMPLE: A legislator attempts to convince other lawmakers that a tax increase is the best way to solve the deficit or the MPF chief tries to convince his/her leadership to support letting the troops take time out of the duty day to workout.

   (2) The goal of a briefing to motivate is to inspire the audience to act. EXAMPLE: Humanitarian appeal for a worthy cause, or leader of the field leadership exercise inspiring the team to accomplish their objectives (need to get buy-in for your plan).

   (3) In a brief to stimulate, the speaker seeks to reinforce and intensify the beliefs or feelings of the listener. EXAMPLE: Coach gives the team a pep talk.

INSTRUCTOR NOTE: We want the students to deliver a convincing argument.

TRANSITION
(Suggested: With that review, we now need to focus on the constructing a convincing argument.)

B. Building the Advocacy Brief.

1. Selecting a topic.
   a. If you have the opportunity to choose a topic, you want to choose a topic with two sides or with multiple solutions that has the potential to influence your audience. However, you’ll find that as Air Force officers, more often than not, you’ll be given a topic. So you’ll be
challenged to make sure you understand the intent your boss wants to convey.

b. The key to your success is your degree of commitment to the issue, ability to select appropriate supporting materials, and competence in organizing and constructing the military briefing.

c. You also need to examine your attitudes and the opinion of others and explore topics from current events. You can also provide new insights into familiar topics.

2. Analyze and examine the audience.

3. Conduct research: Library sources/internet, testimonies, statistics and examples. If evidence does not support your position or viewpoint, be willing to modify the topic.


   a. Take your topic and write a statement called a position, which is a sentence you can provide a solution for with your support material. The position acts as the focal point for your arguments and supporting materials. It also reveals a clear point of view on a controversial topic.

   b. Ensure you phrase the position statement clearly so you can advocate something and articulate your position.

EXAMPLE
To convince your audience that the U.S. should or should not play a bigger role in U.S. drug interdiction efforts, you could state several positions:

The military must play a bigger role in U.S. drug interdiction efforts.

The military must not play a bigger role in U.S. drug interdiction efforts.

5. Construct a compelling argument: Develop logical arguments using correct facts, complete evidence and accurate reasoning. Design the briefing so people understand and believe it. Your goal is to influence your audience to consider and ultimately accept your point of view.
TRANSITION
(Suggested: Because there are different goals in persuasion, there are different patterns used in structuring persuasive messages. For your briefings, you will use the Problem-Solution or Pro-Con Plus 1 patterns.)

B. Organizational Patterns. The most utilized in the AF are the Problem-Solution and the Pro-Con Plus 1.

1. Problem-Solution: shows a problem exists, then provides possible solutions ending with the proposed solution.
   a. Example: Problem-Solution. Replacing humans with UAVs should provide better protection for our nation’s defense.

   Problem: Several nations have strong air defense systems making strategic targets costly to destroy.

   b. Example: Possible Solutions.

   - Operate aircraft utilizing enhanced electronic warfare and stealth capabilities.
   - Use medium range missile systems launched from Navy vessels to destroy the targets.
   - Use UAVs to destroy targets.

   Proposed Solution: Use UAVs to destroy target.

2. Pro-Con Plus 1: Using this approach, you will state both sides of the issue evenly, both pros and cons. Then you bring in the extra element, the plus 1, where you provide further support for the Pro or simply refute the Con.

Example: Pro-Con Plus 1. Replacing humans with UAVs will provide better protection for our nation’s defense.
Pros:  Limit casualties, lower cost, better performance.
Cons:  Limited flexibility, experience, initiative.
Plus 1:  UAVs are currently being used in aerial combat.

C. Strategies to consider.

1. Problem-Solution.
   a. Write a strong proposition or position statement.
   b. Provide the top three possible solutions. Ensure you do the research and have sound information to support each.
   c. Select the best solution as the proposed solution. There must be no doubt to the listeners this is the “best” solution.

2. Pro-Con Plus 1
   a. Determine what side to present first.
   b. Provide equal time to both pros and cons, let your audience know the details of each, and then provide them with your “Plus 1” information that will tip the scales in favor of your argument.

TRANSITION
(Suggested: Now that you’ve built a solid, convincing argument, it’s time to look at a few more techniques to further assist you in persuading the audience.)

D. Delivery Techniques.

1. Avoid phrases such as “I think” or “I believe.” By doing this, you remove the subjective phrases that detract from the evidence presented in the advocacy brief. The exception to this is, if you’re considered the expert in the area, which you’re briefing on.
2. For your introduction you need to clearly state the position statement up front. Providing the position statement within your introduction enables the listener to clearly follow the direction of the briefing.

Example: “Good morning/Good afternoon. I’m OT Smith and today I’ll…Prove to you (state position here). I’ll do this by first explaining why (Main point one with sub points). And then describing (Main point two with sub points). Followed by (plus one – additional pros or refuting cons).

3. For your conclusion you’ll also need to clearly RESTATE your purpose.

Example: “The information I’ve discussed today highlights the overall compelling argument (state position here). You’ve seen why (main point one, with sub points) and then I showed you (main point two with sub points) followed by (plus one-additional pro/con or refuting pro/con). This concludes my briefing. Are there any questions?”

TRANSITION

(Suggested: Now that you’re prepared to present a convincing argument, let’s take a few minutes to discuss how you’ll be evaluated.)

E. Grade sheet.

1. Discuss the advocacy briefing gradesheet.
   a. Support Material Block: Highlight the fact that there needs to be a direct correlation between your support materials to lead the reader to the desired conclusion.
   b. Intro and Conclusion: Highlight the fact that you must clearly state your position in the intro and again in the conclusion.

F. Position Paper.

1. For the advocacy briefing you’ll be required to write a position paper.

2. Its formatted the same as a background paper; refer to the Tongue and Quill for format.

3. Format guidelines for the position paper can be located in the Tongue & Quill pages 217-218 (Background paper 215-216)

4. Quickly review evaluation sheet with trainees
a. **Format Section** - 0 errors in any area. Must pass 3 of 4 areas (Title, Paragraphs numbered, Spacing, Identification line)

b. **Mechanics Section** – 3 or more errors constitutes a failure in an area. Must pass 2 of the 3 areas (Grammar, Spelling, Punctuation)

c. **Content Section** - Must pass 2 of 3 areas (Main points/Key support, Relevant/appropriate information, Future reference)

d. **Mechanics Section** - Must pass 3 of the 4 areas (Purpose/Position - 0 errors, Clearly/Concisely - 3 errors = fail, Jargon/terminology - 3 errors = fail, Correspond with briefing)

**TRANSITION**
(Suggested: We’ve covered a lot of material today. We started out by first...)

**CONCLUSION**

**SUMMARY**
A. Informative vs Advocacy
B. Building the Advocacy Brief
C. Organizational Patterns
D. Strategies to Consider
E. Delivery Techniques
F. Grade Sheet
G. Position Paper

**REMTIVATION**
(Suggested: In both our personal and professional lives we’ll be required to take a stand or advocate a position. Take this opportunity to develop this skill.)

**CLOSURE**
(Suggested: By developing this skill, you can go from being a person who is simply heard, to a person who can make a difference.)

Bibliography:
# CURRENT MILITARY ISSUES

(Advocacy Briefing)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Library Folder</th>
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<tbody>
<tr>
<td>1. Will the Air and Space Expeditionary Force (AEF) structure produce the desired results?</td>
<td>(Air Expeditionary Force)</td>
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<td>2. Is the United States prepared to remain the dominant air and space force in the future?</td>
<td>(Air Power 2020, 2025)</td>
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<td>3. Is the Theater Missile Defense approach adequate for both long and short ranges?</td>
<td>(Ballistic Missile Defense)</td>
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<td>4. Does the Joint Force Air Component Commander (JFACC) approach promote a truly unified fighting force in combat operations?</td>
<td>(Centralized Control of Air Assets)</td>
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<td>5. Will space and air operations differ so much that the two cannot reside in the same military household?</td>
<td>(Separate Space Service)</td>
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<td>6. Can the Military operate under current environmental constraints?</td>
<td>(Environmental Responsibilities vs. Military Ops)</td>
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<td>7. Does Foreign Arms Sales support U.S. Foreign Policy?</td>
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<td>8. Can the military prevent fratricide?</td>
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<td>9. Has the Computer Revolution altered how future wars will be conducted?</td>
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<td>10. Should the military participate in peacekeeping operations?</td>
<td>(Peacekeeping missions)</td>
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<td>11. Logistics Lift Capability: Can we sustain our combat forces?</td>
<td>(Airlift Capabilities)</td>
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<td>12. Humanitarian Operations are necessary to build coalitions.</td>
<td>(Operation Provide Comfort)</td>
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<tr>
<td>13. Stealth, information technology and precision strike make “force dominance” concept work.</td>
<td>(Precision guided munitions)</td>
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14. The military cannot continue without outsourcing and privatization of Defense infrastructure. (Privatization and outsourcing in the Armed Forces)

15. The military is the appropriate tool to use for all terrorist attacks. (Role of Air Power in Terrorist Reprisal)

16. Should the U.S. Congress pass a constitutional amendment banning flag burning? (Library folder: Flag Burning)

17. Do the Special Operations live up to their role in airpower support? (Special Operations: Airpower aspects)

18. Does the Total Force Concept work? (Total Force Concept)

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