

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L579 / HISTORY OF THE NONCOMMISSIONED OFFICER
Effective Date	01 Aug 2005
Supersedes TSP(s) / Lesson(s)	L579, History of the Noncommissioned Officer, Aug 04.
TSP Users	1-250-C5, U.S. Army Sergeants Major Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCS BLDG 11291 BIGGS FIELD FORT BLISS, TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

400-022-1001

Identify the Historical Progression and Significant Contributions of the Noncommissioned Officer Corps

This TSP
Contains

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**HISTORY OF THE NONCOMMISSIONED OFFICER
L579 / Version 1
01 Aug 2005**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	1-250-C5	1	U.S. Army Sergeants Major Course
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
	400-022-1001 (*)	Identify the Historical Progression and Significant Contributions of the Noncommissioned Officer Corps	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
	155-297-0010	Integrate Historical Awareness and Critical Thinking Skills Derived from Military History Methodologies into the Training and Education of Self and Subordinate Leaders	
	158-300-0020	Conduct a Military Information Briefing	
	158-300-0030	Brief to Inform, Persuade, or Direct	
Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		1 hr	/ Conference / Discussion
Test		19 hrs	/ Practical Exercise (Performance)
Test Review		0 hrs	
		0 hrs	
	Total Hours:	20 hrs	
Test Lesson Number		<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	_____	N/A _____
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	C555	TECHNIQUES OF MILITARY BRIEFINGS AND PRESENTATIONS	
	L552	TEAMBUILDING: ADULT LEARNING	
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 5-0	ARMY PLANNING AND ORDERS PRODUCTION	20 Jan 2005	
CGSC ST 22-2	WRITING AND SPEAKING SKILLS FOR LEADERS AT THE ORGANIZATIONAL LEVEL	Aug 1998	Extracted Material (SH-2 from Lesson C555)
	WRITING RESEARCH PAPERS 10TH EDITION	2002	

Student Study Assignments

Before class--

- Read Student Handout 1 (Advance Sheet).
- Read Student Handout 2 (Extracted Material from CGSC ST 22-2, Writing and Speaking Skills for Leaders at the Organizational Level) from Lesson C555, Techniques of Military Briefings and Presentations.
- Read Student Handout 2 (from Lesson L579), Standards for Oral Presentations, Outline, Research, and a 5- to 7-Page Military History Essay.

During class--

- Participate in classroom discussion.

After class--

- Turn in recoverable references after the completion of this lesson.
- Participate in an after action review for this lesson.

Instructor Requirements

1:16, SGM/Civilian, SMC graduate, ITC and SGITC qualified

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
Learning Resources Center Staff (Civilian)	1:720	2	19 hrs
NCO Museum Staff (Civilian)	1:720	2	19 hrs

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
559359 SCREEN PROJECTION	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:1	No	1	No
703500T102257 DESKTOP/EPSON PRINTER	1:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No

Equipment Required for Instruction, continued

7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
ELP-7350 LCD PROJECTION SYSTEM	1:16	1:1	No	1	No

* Before Id indicates a TADSS

Materials Required

Instructor Materials:

- TSP.
- VGTs: 8.
- FB Form 0506A-R-E, Resident SMC Oral Presentation Evaluation (one per student).
- Any material required by the SMC.

Student Materials:

- Student Handout 1 (Advance Sheet).
- Pen or pencil and writing paper.
- Any materials required by the SMC.
- Student Handout 2 (extracted material from CGSC ST 22-2, Writing and Speaking Skills for Leaders at the Organizational Level) from Lesson C555, Techniques of Military Briefings and Presentation.
- Student Handout 2 (from Lesson L579), Standards for Oral Presentation, Research, Outline, and 5- to 7-Page Military History Essay.

Classroom, Training Area, and Range Requirements

CLASSROOM INSTRUCTION 1200 SF, 16 PN

Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

NOTE: This is an FA-led lesson.

Before class--

Chief instructor and Sergeants Major Course training manager:

- Schedule the first hour of this class, ELO A and ELO B (Learning Step / Activity 1) approximately three weeks after the start of the Common Core Phase.
- Schedule ELO B, Learning Step / Activity 2, Practical Exercise 1, 15-minute (+/-3 minutes) briefings.
- Schedule ELO C, Learning Step / Activity 1, Practical Exercise 2, 5-minute (+/-1 minute) daily briefings approximately one week after ELO A and ELO B (Learning Step / Activity 1).

**Instructional
Guidance,
continued**

Instructor:

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check on learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- You must know the information in this TSP well enough to teach from it, not read from it.
- Issue SH-1 (L579), and cover ELO C on the first day you have the students in the group room.
- Issue SH-2 (L579) when you present the class.

During class--

- Conduct class in accordance with the TSP.

After class--

- Collect recoverable materials after the completion of this lesson.
- Report any lesson discrepancies to the senior instructor.
- Conduct an after action review for the lesson.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/ John A. McLaughlin /t/ McLaughlin, John A.	GS09	Training Specialist	8 Apr 05
/s/ J.E. Larder /t/ Escamilla, Freddy	SGM	Senior Instructor, LD, SMC	26 Apr 05
/s/ Louis Salas /t/ Salas, Louis	SGM	Chief Instructor, SMC	27 Apr 05
/s/ Curtis R. Collins /t/ Collins, Curtis R.	SGM	Chief, SMC	27 Apr 05
/s/ Benjamin M. Stevens /t/ Bennett-Green, Agnes D.	SGM	Chief, CMDD	29 Apr 05

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

During this lesson you will research the history of the NCO Corps. The NCO Corps has made significant contributions to our Army. Researching our past accomplishments and the significant impacts we have made on our Army is something we need to study and pass on to our subordinates. We learn from our past and build for the future. We lose history if we fail to document our past failures and accomplishments. From the pre-Revolutionary War period to the present, the NCO Corps has proven that it is “The Backbone of the Army”; however, we can’t live on our past laurels. We must continue to build a strong corps for the future. Researching our past history and sharing this information with our subordinates will strengthen our corps for the future.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Conduct research and oral presentations on the history of the Noncommissioned Officer Corps.
Conditions:	As a senior noncommissioned officer in a classroom environment with access to a learning resources center, the NCO museum, the Internet, and given Lesson C555, Techniques of Military Briefings and Presentations, and SH-2 from this lesson.
Standards:	<p>Conducted research and presentations on the history of the NCO Corps that--</p> <ol style="list-style-type: none"> 1. Identified the significant contributions of NCOs from the pre-Revolutionary War period to the present during the following time periods or based on the following themes: <ul style="list-style-type: none"> • NCOs in the European Army, 1600-present. • NCOs in the American Army, 1775-1865. • NCOs in the American Army, 1865-1925. • NCOs in the American Army, 1925-1945. • NCOs in the American Army, 1945-present. • Roles of sister service and foreign NCOs. • NCO Corps traditions. • Contributions of individual NCOs to mission accomplishment or battlefield successes. • Significant contributions of previous Sergeants Major of the Army to the NCO Corps. 2. Addressed at least four of the following topics: <ul style="list-style-type: none"> • Weapons. • Formations. • Duties. • Training. • Discipline. • Heroes. 3. Met the following written and oral presentations standards: <ul style="list-style-type: none"> • Prepared a written outline and a 5- to 7-page, double spaced, essay on the research. • Presented a 15-minute (+/-3 minutes) briefing. • Presented a 5-minute (+/-1 minute) briefing on the history of the NCO Corps. <p>IAW available material from a learning resources center; the NCO museum, the Internet; the standards for military briefings outlined in Lesson C555, Techniques of Military Briefings and Presentations; SH-2 from this lesson; and the instructions in Practical Exercises 1 and 2.</p>

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.

None

Evaluation

You will receive two ratings for this lesson: one for oral communication and one for research ability.

The FA will rate your presentation as superior, satisfactory, or unsatisfactory IAW SH-2, pp SH-2-2 thru SH-2-7, and record that rating on the Resident SMC Oral Presentation Evaluation checklist, FB Form 0506A-R-E (USASMA) 1 JUL 02, p C-10, PE-1. The FA will rate your outline and military history essay IAW SH-2, pp SH-2-9 thru SH-2-14, and record that rating on the History of the Noncommissioned Officer Research Evaluation checklist, pp C-7 thru C-9, PE-1.

Grading Standards for Oral Communication (briefing):

- **Superior**--If the FA's evaluation of your presentation on the Resident SMC Oral Presentation Evaluation checklist includes both of the following:
 - Superior ratings in 15 or more areas.
 - NO unsatisfactory ratings in any area.
- **Satisfactory**--If the FA's evaluation of your presentation meets neither the standards for unsatisfactory nor superior.
- **Unsatisfactory**--If the FA's evaluation of your presentation on the Resident SMC Oral Presentation Evaluation checklist includes five or more unsatisfactory ratings.

Grading Standards for Research Ability (outline and military history essay):

- **Superior**--If the FA's evaluation of your research includes both of the following:
 - Superior ratings in three or more areas.
 - NO unsatisfactory ratings in any area.
- **Satisfactory**--If the FA's evaluation of your research meets neither the standards for unsatisfactory nor superior.
- **Unsatisfactory**--If the FA's evaluation of your research includes two or more unsatisfactory ratings.

NOTE: If you receive an unsatisfactory you must retest, but you can retest only once. If you retest, the highest rating you can receive is a satisfactory.

**Instructional
Lead-In**

During this lesson you will research the history of the NCO Corps and prepare an outline, a 15-minute (+/-3 minutes) presentation, and write a 5 to 7 page (double spaced) military history essay on your research topic. Also, when assigned by your faculty advisor, you will present a 5-minute (+/-1 minute) briefing on some aspect of the history of the NCO Corps. One student per group room will give his or her briefing each morning. Throughout the course, you will give approximately 12 briefings. You will give approximately three briefings per term.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify significant contributions of the NCO Corps.
CONDITIONS:	As a senior noncommissioned officer in a classroom environment with access to a learning resources center, the NCO museum, and the Internet.
STANDARDS:	Identified significant contributions of the NCO Corps by researching the history of the NCO Corps during specific time periods by using material from a learning resources center, the NCO museum, the Internet, and the requirements listed in PE-1.

1. Learning Step / Activity 1. Identify Significant Contributions of the NCO Corps

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:16
Time of Instruction: 10 mins
Media: PE-1, VGT-1, and VGT-2


Research

As we discussed in C555, Techniques of Military Briefings and Presentations, your success as a leader depends on your ability to **think critically** and **creatively** to communicate your thoughts. **Critical reasoning, creative thinking, and research** are essential elements in preparing an effective presentation. Let's briefly review the definition of research from C555, Techniques of Military Briefings and Presentations.

NOTE: Key discussion points for VGT-1.

- Stress to the students that by understanding and practicing the skills of critical reasoning and creative thinking, it will assist them throughout the course in preparing all their research and oral presentations.
- Inform students that they should use SH-2 from Lesson C555, Techniques of Military Briefings and Presentations in conducting their research for this lesson.
- Discuss research resources. They may use the Learning Resources Center (LRC), NCO museum, Internet web sites, or other resources such as personal interviews.
- Ask the students to define what research is and then show VGT-1.

SHOW VGT-1, RESEARCH TECHNIQUES



RESEARCH TECHNIQUES

Research is a process to systematically gather information to find the answer to a specific question or to develop the solution to a given problem.

L579/AUG 05/VGT-1


Ref: SH-2, p SH-2-19, C555

REMOVE VGT-1

You will have a number of requirements to complete for this lesson during the next nine months. Let's discuss some of the requirements.

NOTE: For VGT-2, discuss each of the bullets thoroughly. Inform the students that you will go into the standards later in the lesson. Ensure students understand the requirements and clarify any questions. Distribute PE-1 at this time and have students follow along and clarify any questions.

SHOW VGT-2, LESSON REQUIREMENTS



LESSON REQUIREMENTS

- Research a theme on the history of the NCO Corps.
- Prepare a one-page outline.
- Prepare a 15-minute (+/-3 minutes) presentation on your research topic.
- Prepare a 5- to 7-page (double spaced) military history essay.
- Prepare and present approximately 12, 5-minute (+/-1 minute) briefings on some aspect of the history of the NCO Corps.

L579/AUG 05/VGT-2

Ref: PE-1 and PE-2

REMOVE VGT-2

CHECK ON LEARNING:

QUESTION: What is the definition of research?

ANSWER: Research is a process to systematically gather information to find the answer to a specific question or to develop the solution to a given problem.

Ref: SH-2, p SH-2-19, C555

QUESTION: What are some of the lesson requirements for the briefing and oral presentation?

ANSWER:

- Research a theme on the history of the NCO Corps.
- Prepare a one-page outline.
- Prepare a 15-minute (+/-3 minute) presentation on your research topic.
- Prepare a 5- to 7-page (double spaced) military history essay.
- Prepare and present approximately 12, 5-minute (+/-1 minute) briefings on some aspect of the history of the NCO Corps.

Ref: PE-1 and PE-2

B. ENABLING LEARNING OBJECTIVE

ACTION:	Prepare an outline, military history essay, and briefing on the history of the NCO Corps.
CONDITIONS:	As a senior noncommissioned officer in a classroom environment, given Lesson C555, Techniques of Military Briefings and Presentations, and SH-2 from this lesson.
STANDARDS:	Prepared a written outline, a 5- to 7-page, double spaced, military history essay, and a 15-minute (+/- 3 minutes) briefing on the history of the NCO Corps IAW the standards outlined in Lesson C555, Techniques of Military Briefings and Presentations, SH-2 from this lesson, and the requirements listed in PE-2 .

1. Learning Step / Activity 1. Prepare an Outline, Military History Essay, and Briefing on the History of the NCO Corps

- Method of Instruction: Conference / Discussion
- Technique of Delivery: Small Group Instruction (SGI)
- Instructor to Student Ratio: 1:16
- Time of Instruction: 30 mins
- Media: PE-1 and VGT-3 thru VGT-8


Standards

When researching your topic, you will prepare an outline for your presentation and turn it in along with your military history essay. We will now discuss the format you will use for your outline.

NOTE: Key discussion points for VGT-3 and VGT-4.

- Inform the students that the outline is a part of their research grade.
- Inform the students they will provide a typed, one-page outline in accordance with p SH-2-9 (L579). Discuss the grading standards IAW PE-1 p SH-2-10 (L579).
- Inform the students that you will use the outline when they present their 15-minute (+/-3 minutes) briefing.

SHOW VGT-3, OUTLINE STANDARDS



OUTLINE STANDARDS


- I. Introduction. The introduction will include the following:
 - A. A list of your research paper references.
 - B. A brief statement about your research.
- II. Body. The body of your outline will include subparagraphs that outline the logical development of your research.
 - A.
 - B.
 - C.

L579/AUG 05/VGT-3

Ref: SH-2, p SH-2-9, L579

REMOVE VGT-3

SHOW VGT-4, OUTLINE STANDARDS, (Cont)



OUTLINE STANDARDS (Cont)

- III. Closing. The closing will include the following:
 - A. A summary.
 - B. A question and answer period.
 - C. A concluding statement.

L579/AUG 05/VGT-4

Ref: SH-2, p SH-2-9, L579


REMOVE VGT-4

Along with your outline, you will prepare a 5- to 7-page typed (double spaced) military history essay. Let's now discuss some of the requirements in preparing your essay.

NOTE: Key discussion points for VGT-5.

- Inform the students that USASMA will publish the best essay on the USASMA website for future reference.
- Discuss each bullet and clarify any questions.

SHOW VGT-5, MILITARY HISTORY ESSAY STANDARDS



MILITARY HISTORY ESSAY STANDARDS

- Typed, double spaced, and 5- to 7-pages in length.
- When writing your essay, ensure you state your own views. If you quote an author, make sure you give the author credit.
- **Do not plagiarize.**
- USASMA will publish the best military history essays on the USASMA website.

L579/AUG 05/VGT-5

Ref: SH-2, p SH-2-12, L579

REMOVE VGT-5


During this lesson you will receive two grades: one for your research ability and one for oral communications. Both these grades are graduation requirements.

We will now discuss the grading standards.

NOTE: Key discussion points for VGT-6.

- Refer students to SH-2 (L579) and PE-1 while you discuss the standards.
- Ensure students understand the requirements.
- Discuss each of the bullets thoroughly and clarify any questions.

SHOW VGT-6, GRADING STANDARDS



GRADING STANDARDS

- Outline and 5- to 7-page military history essay graded as a part of your research grade.
- 15-minute (+/-3 minutes) presentation graded IAW with the standards outlined in C555, Techniques for Military Briefings and Presentations.
- 5-minute (+/-1 minute) daily presentations graded IAW Lesson C555 standards and incorporated in the end-of-term Student Evaluation Critique Record (SECR).

L579/AUG 05/VGT-6

Ref: SH-2, pp SH-2-2 thru SH-2-8, SH-2-10 and SH-2-11 (L579), and PE-1

REMOVE VGT-6


Suspenses

You will have a number of suspenses to meet for this lesson. We will provide you the dates for each suspense. We will now discuss the suspense requirements.

NOTE: Key discussion points for VGT-7.

- Emphasize to students that the faculty advisor must approve their topic.
- Ensure the students understand the importance of the suspense dates.
- Discuss each of the requirements and clarify any questions.

SHOW VGT-7, SUSPENSE REQUIREMENTS



SUSPENSE REQUIREMENTS

- Topic due on _____.
– Requires prior approval by faculty advisor.
- Draft outline due on _____.
- Draft 5- to 7-page military history essay due on _____.
- Final outline due on _____.
- Final 5- to 7-page military history essay due on _____.
- 15-minute (+/-3 minutes) presentation due on _____.

L579/AUG 05/VGT-7

Ref: PE-1, p C-6

REMOVE VGT-7

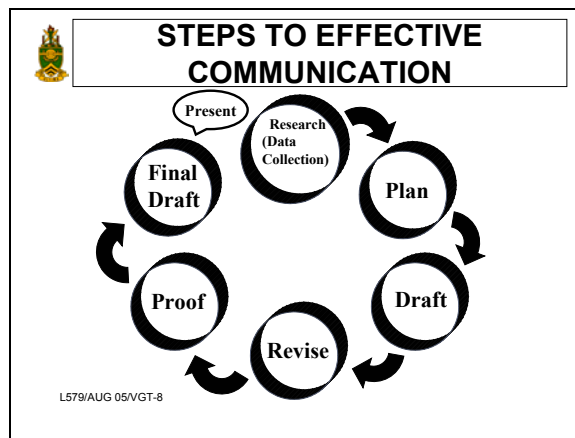
Steps to Effective Communication

As we discussed in C555, Techniques of Military Briefings and Presentations, the first step in effective communication is research. Let's briefly review the steps of effective communication again.

NOTE: Key discussion points for VGT-8.

- Use this VGT as a reinforcement tool and ensure the students understand the importance of researching and collecting data.
- Stress to the students that they can save a lot of time by doing a good job up front with their research.
- Ask the students what the steps to effective communication are and then show VGT-8.

SHOW VGT-8, STEPS TO EFFECTIVE COMMUNICATION



Ref: SH-2, p SH-2-18, C555

REMOVE VGT-8

BREAK: TIME: 00:50 to 01:00 (end of first hour)

2. Learning Step / Activity 2. History of the NCO

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:16
Time of Instruction: 8 hrs
Media: Small Group Instruction (SGI)

NOTE: For Learning Step / Activity 2, ELO B, you will conduct the 15-minute (+/-3 minutes) briefings. You will take breaks as needed.

CHECK ON LEARNING: PE-1 serves as a check on learning for this ELO.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Present a 5-minute briefing on one aspect of the history of the NCO Corps derived from your research.
CONDITIONS:	As a senior noncommissioned officer in a classroom environment with access to a learning resources center, the NCO museum, the Internet, and given Lesson C555, Techniques of Military Briefings and Presentations and SH-2 from this lesson.
STANDARDS:	Presented a 5-minute (+/- 1 minute) briefing on one aspect of the history of the NCO Corps derived from your research IAW the standards outlined in Lesson C555, Techniques of Military Briefings and Presentations, SH-2 from this lesson, and the requirements listed in PE-2.

1. Learning Step / Activity 1. Present a 5-minute Briefing on One Aspect of the History of the NCO Corps Derived from your Research

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:16
Time of Instruction: 11 hrs
Media: PE-2

Pass out PE-2 on the first day the students report to class.

NOTE: You will issue PE-2 on the first day you have the students. You will present hour one of this lesson approximately three weeks later. They will start presenting their 5-minute daily briefings on the history of the NCO approximately one week after hour one of this lesson. Inform students they will use FM 5-0, Appendix B, from Lesson C555 also as a reference.

CHECK ON LEARNING: PE-2 serves as the check on learning for this ELO.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>Small Group Instruction (SGI)</u>

Check on Learning

PE-1 serves as a check on learning for this lesson.

Review / Summarize Lesson

During this lesson you reviewed the techniques of using critical reasoning and creative thinking in researching topics for oral presentations. You demonstrated your competency of these learned skills by researching the history of the NCO Corps, developing an outline, writing a 5- to 7-page military history essay, and by presenting numerous briefings on your research. Sharing this knowledge with your subordinates will make the NCO Corps a stronger corps for the future. Sharing this knowledge and mentoring subordinates is a key success to the future of the NCO Corps.

Transition to Next Lesson

None

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will receive two ratings for this lesson: one for oral communication and one for research ability.

The FA will rate your presentation as superior, satisfactory, or unsatisfactory IAW SH-2, pp SH-2-2 thru SH-2-7, and record that rating on the Resident SMC Oral Presentation Evaluation checklist, FB Form 0506A-R-E (USASMA) 1 JUL 02, p C-10, PE-1. The FA will rate your outline and military history essay IAW SH-2, pp SH-2-9 thru SH-2-14, and record that rating on the History of the Noncommissioned Officer Research Evaluation checklist, pp C-7 and C-9, PE-1.

Grading Standards for Oral Communication (briefing):

- **Superior**--If the FA's evaluation of your presentation on the Resident SMC Oral Presentation Evaluation checklist includes both of the following:
 - Superior ratings in 15 or more areas.
 - NO unsatisfactory ratings in any area.
- **Satisfactory**--If the FA's evaluation of your presentation meets neither the standards for unsatisfactory nor superior.
- **Unsatisfactory**--If the FA's evaluation of your presentation on the Resident SMC Oral Presentation Evaluation checklist includes five or more unsatisfactory ratings.

Grading Standards for Research Ability (outline and military history essay):

- **Superior**--If the FA's evaluation of your research includes both of the following:
 - Superior ratings in three or more areas.
 - NO unsatisfactory ratings in any area.
- **Satisfactory**--If the FA's evaluation of your research meets neither the standards for unsatisfactory nor superior.
- **Unsatisfactory**--If the FA's evaluation of your research includes two or more unsatisfactory ratings.

NOTE: If you receive an unsatisfactory you must retest, but you can retest only once. If you retest, the highest rating you can receive is a satisfactory.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None

Enabling Learning Objective A

Learning Step 1

VGT-1, Research Techniques



RESEARCH TECHNIQUES

Research is a process to systematically gather information to find the answer to a specific question or to develop the solution to a given problem.

L579/AUG 05/VGT-1



LESSON REQUIREMENTS

- Research a theme on the history of the NCO Corps.
- Prepare a one-page outline.
- Prepare a 15-minute (+/-3 minutes) presentation on your research topic.
- Prepare a 5- to 7-page (double spaced) military history essay.
- Prepare and present approximately 12, 5-minute (+/-1 minute) briefings on some aspect of the history of the NCO Corps.

L579/AUG 05/VGT-2



OUTLINE STANDARDS

- I. Introduction. The introduction will include the following:
 - A. A list of your research paper references.
 - B. A brief statement about your research.
- II. Body. The body of your outline will include subparagraphs that outline the logical development of your research.
 - A.
 - B.
 - C.



OUTLINE STANDARDS (Cont)

- **III. Closing.** The closing will include the following:
 - A. A summary.**
 - B. A question and answer period.**
 - C. A concluding statement.**



MILITARY HISTORY ESSAY STANDARDS

- Typed, double spaced, and 5- to 7-pages in length.
- When writing your essay, ensure you state your own views. If you quote an author, make sure you give the author credit.
- **Do not plagiarize.**
- USASMA will publish the best military history essays on the USASMA website.

L579/AUG 05/VGT-5



GRADING STANDARDS

- Outline and 5- to 7-page military history essay graded as a part of your research grade.
- 15-minute (+/-3 minutes) presentation graded IAW with the standards outlined in C555, Techniques for Military Briefings and Presentations.
- 5-minute (+/-1 minute) daily presentations graded IAW Lesson C555 standards and incorporated in the end-of-term Student Evaluation Critique Record (SECR).

L579/AUG 05/VGT-6



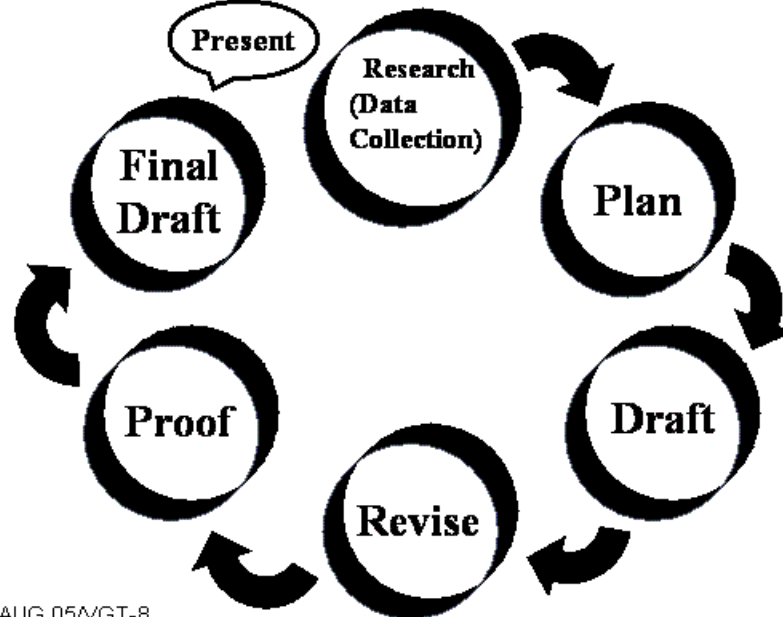
SUSPENSE REQUIREMENTS

- Topic due on _____.
 - Requires prior approval by faculty advisor.
- Draft outline due on _____.
- Draft 5- to 7-page military history essay due on _____.
- Final outline due on _____.
- Final 5- to 7-page military history essay due on _____.
- 15-minute (+/-3 minutes) presentation due on _____.

L579/AUG 05/VGT-7



STEPS TO EFFECTIVE COMMUNICATION



L579/AUG 05/VGT-8

Appendix B - Test(s) and Test Solution(s) (N/A)

PRACTICAL EXERCISE 1

Title	HISTORY OF THE NCO
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Lesson Number / Title	L579 version 1 / HISTORY OF THE NONCOMMISSIONED OFFICER
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Introduction	<p>For this PE you will research a specific topic on the history of the NCO and prepare an outline, 15-minute (+/-3 minutes) briefing, and write a 5- to 7-page (double spaced) military history essay on your research topic.</p>
---------------------	--

Motivator	<p>The NCO Corps has made significant contributions to our Army. Researching our past accomplishments and the significant impacts we have made on our Army is something we need to study and pass on to our subordinates. We learn from our past and build for the future. We lose history if we fail to document our past failures and accomplishments. From the pre-Revolutionary War period to the present, the NCO Corps has proven that it is "The Backbone of the Army"; however, we can't live on our past laurels. We must continue to build a strong corps for the future. Researching our past history and sharing this information with our subordinates will strengthen our corps for the future.</p>
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Learning Step/Activity

NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B, Learning Step / Activity 1) covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Prepare an outline, military history essay, and briefing on the history of the NCO Corps.
Conditions:	As a senior noncommissioned officer in a classroom environment, given Lesson C555, Techniques of Military Briefings and Presentations, and SH-2 from this lesson.
Standards:	Prepared a written outline, a 5- to 7-page, double spaced, military history essay, and a 15-minute (+/- 3 minutes) briefing on the history of the NCO Corps IAW the standards outlined in Lesson C555, Techniques of Military Briefings and Presentations, SH-2 from this lesson, and the requirements listed in PE-2 .

Safety Requirements

None

Risk Assessment

Low

Environmental Considerations

Low

Evaluation

NOTE: Instructor will issue this PE during hour 1 of this lesson.

This is a graded exercise. You will receive two grades for this exercise: one for oral communications and one for research ability. Your faculty advisor will rate your oral presentation as superior, satisfactory, or unsatisfactory using the Resident SMC Oral Presentation Evaluation (FB Form 0506A-R-E, p C-10) and standards found in SH-2, pp SH-2-2 thru SH-2-8. Your faculty advisor will rate your research and research paper as superior, satisfactory, or unsatisfactory using the standards outlined in SH-2-9 thru SH-2-14 (L579).

Grading criteria for briefing:

- **Superior**--If the FA's evaluation of your presentation on the Oral Presentation Evaluation checklist includes both of the following:
 - Superior ratings in 15 or more areas.
 - NO unsatisfactory ratings in any area.
- **Satisfactory**--If the FA's evaluation of your presentation meets neither the standards for unsatisfactory nor for superior.
- **Unsatisfactory**--If the FA's evaluation of your presentation on the Oral Presentation Evaluation checklist includes five or more unsatisfactory ratings.

Grading criteria for research:

- **Superior**--If the FA's evaluation of your research includes both of the following:
 - Superior ratings in 3 or more areas.
 - NO unsatisfactory ratings in any area.
- **Satisfactory**--If the FA's evaluation of your research meets neither the standards for unsatisfactory nor superior.
- **Unsatisfactory**--If the FA's evaluation of your research includes two or more unsatisfactory ratings.

NOTE: If you receive an unsatisfactory you must give your presentation again, but you can re-present only once.

Instructional Lead-In

None

Resource Requirements

Instructor Materials:

- None

Student Materials:

- Visual supports.
- Between two and seven visual aids. At least two visual aids must be in a PowerPoint presentation and must include a title and summarizing slide.
- Visual supports include charts, maps, handouts, models, and computer projections. If you want to use visual supports other than these, you must clear them with your faculty advisor.

Equipment:

- You may use the lectern or any other equipment available in the group room.
 - You may prepare and use note cards during your presentation.
-

Special Instructions

Requirement. Prepare a 15-minute (+/-3 minutes) briefing, outline, and a 5- to 7-page military history essay.

Subject. Your topic must relate to the history of the NCO. You must select one of the following themes:

- NCOs in the European Armies (1600-present).
- NCOs in the American Army (1775-1865).
- NCOs in the American Army (1865-1925).
- NCOs in the American Army (1925-1945).
- NCOs in the American Army (1945-present).
- Roles of Sister Service and Foreign NCOs.
- Contributions of individual NCOs to mission accomplishment or battlefield successes.
- Significant contributions of previous Sergeants Major to the Army on the NCO Corps.

Military history essay must address at least four of the following topics:

- Weapons
- Formations
- Duties
- Training
- Discipline
- Heroes

Date. Your faculty advisor will inform you when you must turn in your outline, turn in your 5- to 7-page military history essay, and present your briefing.

Time. You will have three minutes to set up the area before you begin your briefing.

**Special
Instructions,**
continued

Grading requirements. You must present the introduction and body portions of your briefing in 15-minutes (+/-3 minutes). Your time for the graded requirement ends when you ask for questions at the start of your closing. For timing purposes we will not allow questions during your briefing.

Question and answer period. You will respond to questions for up to two minutes. The time is a limit only and not part of the graded requirement.

Closing. You will briefly recap your main ideas and give your concluding statement in less than 30 seconds. The time is a limit only and not part of the graded requirement. Also, the faculty advisor will grade your use of the summarizing and title slide after the question and answers.

Question and answers. Your fellow students and your faculty advisor will ask you questions when you call for them at the start of the conclusion. Your faculty advisor will grade your responses.

Audience. If you aim your briefing at a specific audience, tell the group exactly whom you are briefing before you begin your presentation. This will allow the group to role-play that audience.

Outline. Prepare your outline IAW SH-2-9 (L579), and provide a copy to your faculty advisor. The outline must detail your briefing so your faculty advisor can follow along as you present your briefing.

Originality. Your briefing must be your own work. You may not deliver a briefing based on someone else's work or done as a group effort. You may give practice presentations to others and have them give you feedback.

HISTORY OF THE NONCOMMISSIONED OFFICER

Use this page to record suspense dates for the listed requirements.

SUSPENSE DATES

- Topic due on _____ Approved/Disapproved by your FA. The FA will initial and circle approved or disapproved.
- Draft outline due on _____
- Draft 5- to 7-page military history essay due on _____
- Final outline due on _____
- Final 5- to 7-page military history essay due on _____
- 15- minute (+/-3) presentation due on _____

NOTE: When you receive approval for your topic, complete the heading on pp C-7 and C-10. Turn in pp C-7 thru C-10 to your faculty advisor.

Procedures,
continued

**HISTORY OF THE NONCOMMISSIONED OFFICER
RESEARCH EVALUATION**

Instructions: Complete this form in ink.

Rank: Name: Student No:

Date: NCO History Topic: Base Group:

Instructions: For each numbered area, circle the item or rating. It is mandatory that the FA make comments for all superior and unsatisfactory ratings. **NOTE:** A NO in item 1 or 2 will preclude the student from receiving an overall superior rating.

1. Draft outline and 5- to 7-page (double spaced) military history essay turned in on time:

Yes No

2. Final outline and 5- to 7-page (double spaced) military history essay turned in on time:

Yes No

3. Outline: (Ref: SH-2-9 and SH-2-10 / L579)

Superior Satisfactory Unsatisfactory

Comments:

Procedures,
continued

4. Originality: (Ref: SH-2-10 / L579)

Superior

Satisfactory

Unsatisfactory

Comments:

5. Organization and logical development: (Ref: SH-2-10 / L579)

Superior

Satisfactory

Unsatisfactory

Comments:

Procedures,
continued

6. Format - Evaluation of written 5- to 7-page (double spaced) military history essay: sentence structure, grammar, punctuation, spelling, and content. **NOTE:** To receive a superior, the military history essay must be free of errors in sentence structure, grammar, spelling, and punctuation. (Ref: SH-2-11 thru SH-2-14 / L579)

Superior Satisfactory Unsatisfactory

Comments:

7. Evaluation of the student's research ability. Rate the student's performance as--

- a. **Unsatisfactory**--If the FA's evaluation of your research includes two or more unsatisfactory ratings.
- b. **Superior**--If the FA's evaluation of your research includes both of the following:
 - Superior ratings in three or more areas.
 - NO unsatisfactory ratings in any area.
- c. **Satisfactory**--If the FA's evaluation of your research meets neither the standards for unsatisfactory nor superior listed above.

8. Overall Rating: Evaluation of Student's Research Ability. Circle the appropriate rating:

Superior Satisfactory Unsatisfactory

Instructor's Signature Student's Signature Date

Feedback
Requirements

None

PRACTICAL EXERCISE 2

Title HISTORY OF THE NCO 5-MINUTE BRIEFINGS

Lesson Number / Title L579 version 1 / HISTORY OF THE NONCOMMISSIONED OFFICER

Introduction During your time in the course, you will have the opportunity to give a number of 5-minute morning briefings on the history of the Noncommissioned Officer Corps. Each morning, one student in each group room will present a 5-minute (+/- 1 minute) briefing on the history of the NCO.

Motivator During Lesson C555, Techniques of Military Briefings and Presentations, you learned how to research topics for oral presentations. During this lesson you will practice those learned skills by researching and presenting a number of 5-minute (+/-1 minute) briefings on the history of the NCO. Researching the history of the NCO Corps will provide you with knowledge to mentor young NCOs in our proud heritage and tradition.

Learning Step/Activity **NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C, Learning Step / Activity 1)
At the completion of this lesson, you [the student] will:

Action:	Present a 5-minute briefing on one aspect of the history of the NCO Corps derived from your research.
Conditions:	As a senior noncommissioned officer in a classroom environment with access to a learning resources center, the NCO museum, the Internet, and given Lesson C555, Techniques of Military Briefings and Presentations, and SH-2 from this lesson.
Standards:	Presented a 5-minute (+/-1 minute) briefing on one aspect of the history of the NCO Corps derived from your research IAW the standards outlined in Lesson C555, Techniques of Military Briefings and Presentations, SH-2 from this lesson, and the requirements listed in PE-2 .

Safety Requirements	None
Risk Assessment	Low
Environmental Considerations	None
Evaluation	Your faculty advisor will evaluate your 5-minute (+/-1 minute) history of the NCO briefing.
Instructional Lead-In	NOTE: Instructor will issue this PE on first day that students are in the group room. None
Resource Requirements	Instructor Materials: <ul style="list-style-type: none"> • None Student Materials: <ul style="list-style-type: none"> • Learning Resources Center (LRC), NCO museum, and Internet web sites.
Special Instructions	<ul style="list-style-type: none"> • Time: Your briefing must last 5-minutes (+/-1 minute). • Theme: Your topic must relate to the history to the NCO. You must select one of the following themes: <ul style="list-style-type: none"> • NCOs in the European Armies (1600-present). • NCOs in the American Army (1775-1865). • NCOs in the American Army (1865-1925). • NCOs in the American Army (1925-1945). • NCOs in the American Army (1945-present). • Roles of Sister Service and Foreign NCOs. • Contributions of individual NCOs to mission accomplishment or battlefield successes. • Significant contributions of previous Sergeants Major of the Army on the NCO Corps. <p>NOTE: You must use this same theme throughout your 5-minutes (+/-1 minute) and 15 minutes (+/-3 minutes) presentations.</p> <p>Themes will address at least four of the following topics:</p> <ul style="list-style-type: none"> • Weapons • Formations • Duties • Training • Discipline • Heroes

**Special
Instructions,**
continued

NOTE: You must address a different topic from the above list for each 5-minutes (+/-1 minute) presentation.

Procedures

- You will prepare and present approximately three 5-minute (+/-1 minute) briefings in each term on the history of the NCO.
 - You may choose a topic that will enhance or contribute to your final 15-minute (+/-3 minutes) briefing; however, your base group faculty advisor must approve your topic area first.
 - Each briefing will address a different topic.
-

**Feedback
Requirements**

None

HANDOUTS FOR LESSON 1: L579 version 1

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Standards for Oral Presentation, Outline, Research, and a 5- to 7-Page Military History Essay	SH-2-1 thru SH-2-14
IH-1, Procedures for History of the NCO Research and Presentations	IH-1-1 thru IH-1-9

Student Handout 1

Advance Sheet for L579

Lesson Hours

This lesson consists of 1 hour of small group instruction and 19 hours of practical exercise.

Overview

During this lesson you will research The History of the NCO Corps. The corps has made significant contributions to our Army. Researching our past accomplishments and the significant impact we have made on our Army is something we need to study and pass on to our subordinates. We learn from our past and build for the future. We lose history if we fail to document our past failures and accomplishments. From the pre-Revolutionary War period to the present, the NCO Corps has proven that it is "THE BACKBONE OF THE ARMY"; however, we can't live on our past laurels. We must continue to build a strong corps for the future. Researching our past history and sharing this information with our subordinates will strengthen our corps for the future.

Learning

Terminal Learning Objective (TLO).

Objective

Action:	Conduct research and oral presentations on the history of the Noncommissioned Officer Corps.
Conditions:	As a senior noncommissioned officer in a classroom environment with access to a learning resources center, the NCO museum, the Internet, and given Lesson C555, Techniques of Military Briefings and Presentations, and SH-2 from this lesson.
Standards:	<p>Conducted research and presentations on the history of the NCO Corps that--</p> <p>1. Identified the significant contributions of NCOs from the pre-Revolutionary War period to the present during the following time periods or based on the following themes:</p> <ul style="list-style-type: none"> • NCOs in the European Army, 1600-present. • NCOs in the American Army, 1775-1865. • NCOs in the American Army, 1865-1925. • NCOs in the American Army, 1925-1945. • NCOs in the American Army, 1945-present. • Roles of sister service and foreign NCOs. • NCO Corps traditions. • Contributions of individual NCOs to mission accomplishment or battlefield successes. • Significant contributions of previous sergeants major of the Army to the NCO Corps. <p>2. Addressed at least four of the following topics:</p> <ul style="list-style-type: none"> • Weapons. • Formations. • Duties. • Training.

Standards, continued	<ul style="list-style-type: none"> • Discipline. • Heroes. <p>3. Met the following written and oral presentations standards:</p> <ul style="list-style-type: none"> • Prepared a written outline and a 5- to 7-page, double spaced, essay on the research. • Presented a 15-minute (+/-3 minutes) briefing. • Presented a 5-minute (+/-1 minute) briefing on the history of the NCO Corps. <p>IAW available material from a learning resources center; the NCO museum, the Internet; and the standards for military briefings outlined in Lesson C555, Techniques of Military Briefings and Presentations; and SH-2 from this lesson; and the instructions in Practical Exercises 1 and 2.</p>
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ELO A Identify significant contributions of the NCO Corps.

ELO B Prepare an outline, military history essay, and briefing on the history of the NCO Corps.

ELO C Present a 5-minute briefing on one aspect of the history of the NCO Corps derived from your research.

Assignment

The student assignments for this lesson are:

- Read SH-2 (Extracted Material from CGSC ST 22-2, Writing and Speaking Skills for Leaders at the Organizational Level) from Lesson C555, Techniques of Military Briefings and Presentations.
- Read SH-2 (L579), Standards for Oral Presentation, Outline, Research, and a 5- to 7-Page Military History Essay.

Additional Subject Area Resources

None

Bring to Class

You must bring the following materials to class:

- All reference material received.
- Pen or pencil and writing paper.

**Student Handout 2
L579**

Standards for Oral Presentation, Outline, Research, and a 5- to 7-Page Military History Essay

This student handout contains 13 pages that contains the standards for:

Oral Presentations Standards, 2005

pp SH-2-2 thru SH-2-7

FB Form 0506A-R-E, Resident SMC Oral Presentation Evaluation, 1 Jul 02

p SH-2-8

Standards for Outline, 2005

p SH-2-9

Grading Standards for Research Evaluation, 2005

pp SH-2-10 and SH-2-11

Standards for 5- to 7-Page Military History Essay, 2005

p SH-2-12

Works Cited: MLA Style

pp SH-2-13 and SH-2-14

NOTE: Instructor will issue this handout on the day they present this lesson.

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION.
DAMAGE, IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL
MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY
LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.)
TO RECOVER PRINTING COSTS.

ORAL PRESENTATION STANDARDS

KEY COMMUNICATION FACTORS

Appearance and Bearing

Unsatisfactory. Posture unprofessional, slouching, or hunched. Untidy and careless in attire; unkempt personal appearance and grooming; uniform wrinkled or dirty. Did not move during presentation (tied to the lectern) or movements were awkward, jerky, repetitious, meaningless, or excessive.

Satisfactory. Posture straight with weight on balls of feet. Neat and well groomed (IAW AR 670-1). Not tied to lectern. Movements varied and usually smooth and purposeful but not excessive; generally supported the message.

Superior. Posture erect, alert, comfortable, and natural. Neat and well groomed (IAW AR 670-1). Movements natural, easy, well-timed, and purposeful. Movements supported the message--helped hold attention, maintain interest, and convey thoughts more clearly.

NOTE: It is not necessary to exceed the standards of AR 670-1 to receive a superior rating. Uniform and appearance must meet standards of AR 670-1 or other appropriate service regulation.

Voice (volume/power)

Unsatisfactory. Uneven, excessively choppy speech; too rapid; created an impression of excessive nervousness or anxiety; words not clear to all members of the audience; pace too slow to keep audience's attention; pace unvaried and monotonous. Voice was uncharacteristically raspy or shrill; pitch monotonous. Use of pauses erratic which made the ideas difficult to follow; rushed words instead of pausing; vocalized pauses.

Satisfactory. Pace varied and appropriate (not too fast or too slow) for subject matter and audience size. Pitch varied within normal range for speaker, not uncharacteristically shrill or monotone. Use of pauses generally effective and usually free of vocalizations.

Superior. Pace was appropriate for subject and audience; effectively used variety in pace and pitch to emphasize points and convey intensity of convictions and depth of feelings. Used pauses effectively to clarify ideas and emphasize important points.

KEY COMMUNICATION FACTORS, continued

Eye Contact

Unsatisfactory. Stared at floor, ceiling, or a fixed point in the room; depended completely on notes or script. Failed to make eye contact with audience.

Satisfactory. Usually maintained eye contact with the audience; made eye contact with all members of a small audience or with groups in a larger audience. Only referred occasionally to notes.

Superior. Used eye contact to keep the audience focused on the message. Maintained personal eye contact with the audience creating a true feeling of the speaker's interest in each member of the audience individually. Use of notes inconspicuous.

Gestures

Unsatisfactory. Gestures stilted, meaningless, affected, or excessive; speaker had extremely distracting mannerisms; all gestures looked alike.

Satisfactory. Gestures were natural and appropriate to the occasion; usually purposeful; few distracting mannerisms.

Superior. Gestures varied, were natural, purposeful, appropriate, and helped keep the audience focused on the message. Use of gestures reinforced ideas and feelings and gave a visual dimension to the words.

Clarity

Unsatisfactory. Did not articulate thoughts or ideas clearly. Often used wrong words chosen to impress the audience. Made frequent errors in grammar. Frequently mispronounced words.

Satisfactory. Articulated most thoughts and ideas clearly. Used appropriate words. Errors in grammar were minor and not distracting. Seldom mispronounced words.

Superior. Articulated thoughts and ideas clearly, concisely, and quickly. Words used were precise, simple, conversational, and used and pronounced correctly. Grammar was correct.

PRESENTATION

Preparation and Planning

Unsatisfactory. Little or no planning evident; objectives and purpose undefined, unattainable, or unrealistic; organization haphazard; evidenced inadequate or no rehearsal.

Satisfactory. Obviously planned using imagination; objectives clearly defined; organization adequate; organization shows logic and purpose to form; method and techniques appropriate; evidence of rehearsal.

Superior. Demonstrated excellent planning and preparation with creativity in defining the objectives and purpose. Presentation demonstrated a smooth transition and the methods and techniques were excellent. Evidence of extensive rehearsals.

Knowledge of Subject

Unsatisfactory. Fundamental knowledge lacking; devoid of allied or supportive information; frequent errors of fact; many ambiguities and misleading statements; bluffs to cover up inadequacies; avoided answering direct questions.

Satisfactory. Knowledge limited to specific briefing subject; knowledge totally adequate for the subject; organized; used illustrative material.

Superior. Knowledge of subject and supporting information excellent. Able to answer direct questions with clarity.

Selection and Use of Training Aids

Unsatisfactory. Little or no regard shown for room physical conditions. Visual supports inadequate or lacking, failed to illustrate the point, or contained misspelled words. Briefer unprepared to effectively use visual supports, used them as a crutch, directed all of his attention to them, insufficiently explained them, or handled them clumsily.

Satisfactory. Room physical conditions acceptable. Visual supports relevant and generally illustrated the points. Briefer familiar with them, introduced them at the proper times, and used them with adequate skill.

Superior. Room physical conditions acceptable. Visual supports relevant, effective, professional, and illustrated the points simply and clearly. Briefer well acquainted with them and smoothly and effectively introduced, explained, and removed them.

FORMAT

Introduction

Greeting, Purpose,
Methodology/
Procedure

Unsatisfactory. Introduction failed to secure audience attention; lacked imagination and ingenuity. Main idea not clear; not relevant to purpose or audience; and not focused on a specific idea. Failed to announce major points. For a briefing only: introduction failed to include elements required by FM 5-0 for the type of briefing.

Satisfactory. Introduction gained audience attention; adequately stated main idea and announced major points. Main idea relevant and focused on a specific idea. For a briefing only: introduction included all elements required by FM 5-0 for the type of briefing.

Superior. Used imaginations to immediately gain audience attention; clearly stated main idea and announced major points. Main idea memorable and focused on one relevant, interesting idea. For a briefing only: introduction effectively presented all elements required by FM 5-0 for the type of briefing.

Body

Content

Unsatisfactory. Subject too broad or too narrow for time available. Content weak or failed to support main idea. Material presented not relevant to topic. Facts largely vague, inaccurate, or uninteresting. Failed to adequately develop major points; presentation lacked verbal supports such as examples, comparisons, and quotations. Presentation lacked visual supports (when needed or required). Briefing/presentation was unquestionably dull and monotonous.

Satisfactory. Subject neither too broad nor too narrow for time available. Content relevant and adequately supported the main idea. Facts presented were generally clear, correct, relevant, and interesting. Adequately developed major points; verbal supports such as examples, comparisons, and quotations were generally effective. Used visual supports when needed or required.

Superior. Subject precisely narrowed to fit time available--allotted time used effectively to provide an in-depth exploration of topic. Content totally supported the main idea. All points well developed. Facts presented were precise, interesting, and accurate. Verbal supports such as examples, comparisons, and quotations were appropriate, interesting, and effective. Used visual supports, when needed or required, that effectively supported major points.

FORMAT, continued

Body
Logical Sequence

Unsatisfactory. Presentation failed because of poor organization, lack of unity, or inappropriate methods and techniques; sequencing inconsistent with the main idea and major points; major points did not support the main idea. For a briefing only: body failed to include elements required by FM 5-0 for the type of briefing.

Satisfactory. Well-organized presentation; logical development of subject matter and ideas; selection and sequencing of major points supported main idea. For a briefing only: body included all elements required by FM 5-0 for the type of briefing.

Superior. Well-organized presentation. Selection of major points and sequencing were particularly appropriate and effective in supporting the main idea. Major points and subordinate ideas logically sequenced so that one flowed naturally into the next. For a briefing only: development effectively presented all elements required by FM 5-0 for the type of briefing.

Body
Effective
Transition(s)

Unsatisfactory. Moved from one point to another without clear transitions. Hard to follow.

Satisfactory. Usually made smooth transitions from one point to another.

Superior. Transitions were smooth and clarified the relationship between the points.

Closing
Summary

Unsatisfactory. No summary or only an ineffective, token summary. For a briefing only: summary failed to include elements required by FM 5-0 for the type of briefing.

Satisfactory. Recapped major points and returned to the main idea. For a briefing only: summary included elements required by FM 5-0 for the type of briefing.

Superior. Summary returned audience to the main idea and effectively summarized the major points and their relationship to the main idea. For a briefing only: summary effectively and smoothly incorporated elements required by FM 5-0 for the type of briefing.

FORMAT, continued

Closing
Asked
for/Responded to
Questions

Unsatisfactory. Failed to ask for questions. Failed to use proper question and answer techniques. Responses revealed a fundamental lack of knowledge; answers lacked allied or supportive information; frequent errors of facts; many ambiguities and misleading statements; bluffed to cover up inadequacies; avoided answering direct questions.

Satisfactory. Usually used proper question and answer techniques. Responses revealed an adequate knowledge of the specific subject. Responded candidly when unsure of an answer.

Superior. Answered all questions using proper question and answer techniques. Well prepared for questions. Responses revealed a solid knowledge of the subject and allied material. Answers well organized and facts accurate.

Closing
Conclusion

Unsatisfactory. Failed to make closing statement. For a briefing only: Closing statement failed to include elements required by FM 5-0 for that type of briefing.

Satisfactory. Closing statement adequate for type of presentation. For a briefing only: closing statement included the elements required by FM 5-0 for that type of briefing.

Superior. Strong, decisive closing statement clearly appropriate to type of presentation, subject, and audience. For a briefing only: closing statement included the elements required by FM 5-0 for that type of briefing.

Time Management
Length of
Presentation

NOTE: 15 minutes (+/-3 minutes)

Unsatisfactory. Failed to present briefing within the time limits specified for the oral presentation.

Satisfactory. Presented briefing within the time limits specified for the oral presentation.

Superior. There is no superior rating for this category.

STANDARDS FOR OUTLINE

Outline Format

You will use the following outline format. You will provide a typed, one-page outline on your research topic to your faculty advisor. Provide enough information in the outline, including your major points, so that the faculty advisor can follow your oral presentation.

- I. Introduction. The introduction will include the following:
 - A. A list of your research paper references.
 - B. A brief statement about your research.
 - II. Body. The body of your outline will include subparagraphs that outline the logical development of your research.
 - A.
 - B.
 - C.
 - III. Closing. The closing will include the following:
 - A. A summary.
 - B. A question and answer period.
 - C. A concluding statement.
-

NOTE: You must attach a copy of your Works Cited page to the outline. See samples for how to prepare a Works Cited page on pages SH-2-13 and SH-2-14. Also, use the Learning Resources Center (LRC) if you need assistance.

GRADING STANDARDS FOR RESEARCH EVALUATION

Outline

Unsatisfactory. Not turned in on time. Not typed or longer than one page in length. Contained numerous format errors.

Satisfactory. Outline turned in on time, typed, and one page in length. Followed outline format and contained minor format errors.

Superior. Outline turned in on time, typed, and one page in length. Followed format. Contained no errors.

Originality

Unsatisfactory: Missed high points, confusing, and contained repetitions designed to fill pages. Minimal development, left reader in the dark, details missing, and contains unsupported statements.

Satisfactory: Interesting, competently presented, functionally informative, clear but simple, and easy to follow. Hit the high points. Reaffirms what people already know. Statements supported.

Superior: The military history essay informed and entertained integrated research from several sources with personal experiences, and makes connections/points that might not be apparent to everyone. Thoroughly covered the who, what, when, where and why of the subject. Statements fully supported.

Organization and logical Development

Unsatisfactory: Overall idea not clearly presented, had weak content; contained digressions or elaborations confusing to the reader; beginnings and endings are abrupt or awkward; key points not sufficiently developed or omitted, and details used inconsistently. Contains mechanical errors-- some major, and some minor-- which confuse the reader.

Satisfactory: Generally well organized. Ideas generally clear, transitions were logical but may have lacked depth, and at least one point fully elaborated (6-9 clauses). Minor mechanical errors.

Superior: Unified, focused composition. Ideas consistently clear, no digressions. Clear beginning, middle and ends. Transitions smooth and logical. Details consistently support topic, and key points extensively elaborated (8-10 clauses). Exceptional effort demonstrated in research.

GRADING STANDARDS FOR RESEARCH EVALUATION

Format

Unsatisfactory: Military history essay not typed, double spaced or 5-7 pages in length. Military History Essay includes numerous errors in sentence structure, grammar, and punctuation. Military history essay not in Microsoft Word document.

Satisfactory: Military history essay typed as Microsoft Word document, double spaced, 5-7 pages in length and has only minor errors in sentence structure, grammar and punctuation.

Superior: Military history essay typed as Microsoft Word document, double spaced, 5-7 pages in length and free of errors.

STANDARDS FOR 5- to 7-PAGE MILITARY HISTORY ESSAY

Standards

- Typed, (Times New Roman, 12 font) double spaced, and 5 to 7 pages in length.
- Title of essay (centered, bold print, Arial, 14 font).
- Essay written in paragraph format.
- Essay typed in Microsoft Word.

NOTE: You will provide your Faculty Advisor a copy of your essay and a saved copy on a disk, if selected for publication.

Grading Standards

- The grading standards for the military history essay are as follows:
 - Format as stated above.
 - Sentence structure, grammar, punctuation, spelling, and content.
 - You must write the essay in you own words based on your research.
 - **Do not plagairize someone else's work.**
 - You may use quotes in your essay as long as you give the author credit.
 - You will receive a research grade on this project. It is a graduation requirement. Grading instructions found on pp C-7 thru C-9, and SH-2-9 thru SH-2-11 (L579).
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WORKS CITED: MLA STYLE

Works Cited

After writing your essay, you will prepare a Works Cited page and attach it to your outline. List only the references actually used in your essay. See Lester, Writing Research Papers, 10th Edition, pp 224-276. The following examples give an indication of the types of citations covered in Lester, Writing Research Papers.

Electronic Sources (CD-ROM, Internet, E-Mail, Databases)

New technology makes it possible for you to access to information with your computer that was only a dream five years ago. The Internet, in particular, opens information from millions of sources.

Citing Sources Found on the Internet

Include these items as appropriate to the source:

- Author/editor name, followed by a period.
- Title of the essay within quotation marks or the title of a posting to a discussion list or forum followed by the word online, followed by a period.
- Name of the book, journal, or complete work, italicized.
- Publication information, followed by a period.

Place, publisher, and date for books.

Volume and year of a journal.

Exact date of a magazine.

Date and description for government documents.

- Name of sponsoring institution or organization, if available.
- Date of your access, not followed by a period.
- URL (Uniform Resource Locator), within angle brackets, followed by a period. If you must divide the URL at the end of a line, break it only after a slash.

Article from a Magazine

- Jones, Art. " Charles Windolph was last Little Big Horn survivor." Deadwood 29 October 2003. 1 Nov. 2003
<<http://www.deadwood.com/magazine/archives/windolph.htm>>

Traditional Paper Sources

Book, 1 Author

- Miller, Franklin. Reflections of a Warrior. Novato, CA: Presidio, 1991.

**Works Cited,
continued**

Book, 2 Authors

- Abate, Claude W. and Phillip J. Saulnier. What is a Sergeant Major? Carlisle Barracks, PA: Army War College, 1985.

Government Document

- United States. Department of the Army. Noncommissioned Officer Professional Development Study: Final Report. Washington, DC: Headquarters, Department of the Army, 1986.
- United States. Joint Chiefs of Staff. United States Military Posture for FY 2000. Washington, DC: Joint Chiefs of Staff, 1999.
- United States Senate. Committee on Veteran's Affairs. Final Report on Educational Assistance to Veterans. 93d Congress. 1st session. Washington, DC: GPO, 1973.

Newspaper

- Naylor, Sean. "A force to be reckoned with--still." Army Times 30 July 2001: 16.

Periodicals/Magazine

- Brenci, John. "BNCOC: The next link in the chain." Soldiers July 1998: 2-6.

Journal

- Patrick, Jeffrey L. "Guarding the Border during the Mexican Revolution." Military History of the West 29 (Fall 1999): 121-145.
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