ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit

Aerospace Studies

Department

Aerospace Studies

Subject AES Number 401 Title National Security Affairs Units: 3

Is this a cross-listed course? No

If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Course description:
Examines advanced ethics, Air Force doctrine, national security process, and regional studies. Special topics include: civilian control of the military, military justice, and officer training.

Requested designation: Literacy and Critical Inquiry-L

Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (NS/NSG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

Contact information:

Name Capt Nikki Tugby

Phone 480-965-3181

Mail code 4801

E-mail: Nikki.Smith@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Lt Col Michael J. Halick

Date: 23 JAN 14

Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>CRITERION</th>
<th>IDENTIFY DOCUMENTATION SUBMITTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>1. At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.</td>
<td>Syllabus: Grading &amp; Evaluation Procedures</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b.</td>
<td>Please highlight the information presented in the most recent course syllabus that verifies this description of the grading process—and label this information “C-1”.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>2. The composition tasks involve the gathering, interpretation, and evaluation of evidence.</td>
<td>Syllabus: Communication Skills</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Please describe the way(s) in which the criterion is addressed in the course design.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b.</td>
<td>Please highlight the information presented in the most recent course syllabus that verifies this description of the grading process—and label this information “C-2”.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>3. The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.</td>
<td>Syllabus: Communication Skills</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b.</td>
<td>Please highlight the information presented in the most recent course syllabus that verifies this description of the grading process—and label this information “C-3”.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>4. These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.</td>
<td>Syllabus: Attachments 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Please describe the sequence of course assignments—and the nature of the feedback the current/most recent course instructor provides to help students do better on subsequent assignments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b.</td>
<td>Please highlight the information presented in the most recent course syllabus that verifies this description of the grading process—and label this information “C-4”.</td>
<td></td>
</tr>
<tr>
<td>CRITERIA</td>
<td>HOW COURSE MEETS SPIRIT</td>
<td>DETAILED EVIDENCE</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------</td>
<td>-------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 1. At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.  
   a. Please describe the assignments that are considered in the computation of course grades— and indicate the proportion of the final grade that is determined by each assignment. | This course outlines 6 separate oral/written assignments that account for 60% of the final grade. | In Grading & Evaluation Criteria within the syllabus, the following events are annotated:  
   - Class Participation 15%  
   - Impromptu Brief 5%  
   - Country Brief 15%  
   - Talking Paper 5%  
   - Bullet Background Paper 12%  
   - Background Paper 12% |
| 2. The composition tasks involve the gathering, interpretation, and evaluation of evidence.  
   a. Please describe the way(s) in which the criterion is addressed in the course design. | Each student is required to conduct research in order to complete their five main assignments. | In the Communication Skills section of the syllabus, the students are charged to research and evaluate the following topics:  
   - Country in a region the US holds interest in  
   - No-notice, random topic for presentation  
   - Paper outlining new law/amendment  
   - Regionally-based topic for presentation  
   - Current military/national security issue |
| 3. The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.  
   a. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements. | Please see above. | Please see above. |
| 4. These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.  
   a. Please describe the sequence of course assignments—and the nature of the feedback the current/most recent course instructor provides to help students do better on subsequent assignments. | Each student is briefed on the first day of class regarding assignments, due dates, and grade sheets used to evaluate the students' work. | Attachment 1 in the syllabus outlines the projected plan for the semester and provides guidance for each student accordingly. The instructor uses Attachment 2 for all briefings and the students proactively reference this in order to obtain the highest score. Each grade sheet is handed back to the student with thorough explanation in the comment section to ensure they are on the right track. All grades are then posted onto blackboard. |
AES 401 - National Security Affairs

Course description: Examines advanced ethics, Air Force doctrine, national security process, and regional studies. Special topics include civilian control of military, military justice, and officership.

Enrollment requirements: None

Units: 3
Repeatable for credit: No
General Studies: L
Offered by: College of Liberal Arts and Sciences

Class meeting details

<table>
<thead>
<tr>
<th>Class #</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Location</th>
<th>Instructor</th>
<th>Seats open</th>
</tr>
</thead>
<tbody>
<tr>
<td>70585</td>
<td>Th</td>
<td>12:00 PM</td>
<td>1:15 PM</td>
<td>Tempe - 65205</td>
<td>Duncan, Halick</td>
<td>7 of 35</td>
</tr>
</tbody>
</table>

Additional class details

Component: Lecture
Session: Session C
Dates: 8/22/2013 - 12/6/2013
Last day to enroll: August 28, 2013
Drop deadline: August 28, 2013
Course withdrawal deadline: November 06, 2013
Instruction Mode: In-Person
Fees: None
Special notes: This class needs to be taken in conjunction with AES 402 and AES 294.

Books:
View books for this class
Syllabus:
View syllabus for this class
I. COURSE DESCRIPTION

AES 401 is a study of the fundamentals of the national security strategy formulation and policy. The course examines the national security process, regional studies, advanced leadership ethics, and United States Air Force doctrine. The course explores the application of security strategy to selected geographic regions in Asia, Africa, and the Pacific Rim. Additionally, the course focuses on the United States Air Force internal policies to operate the organization in a positive culture to achieve mission success. Special topics of interest focus on the military as a profession, civilian control of the military and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. The individual should apply listening, speaking, and writing skills in Air Force-unique formats and situations with accuracy, clarity, and appropriate style. A mandatory (for Cadets) Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply the leadership and management principles of this course.

II. COURSE OBJECTIVE

AES 401 students should comprehend the basic elements of national security policy and United States government interagency process. The student should understand selected roles of the military in society and current issues affecting the military profession. Additionally, the individual should comprehend air and space power functions and capabilities.

III. ATTENDANCE POLICY & CLASSROOM PARTICIPATION

Aerospace Studies courses are a mandatory military function. You are expected to be at every class. You must attend at least 80 percent of your classes or you will receive a failing grade for the course. Failure to show for class for any reason other than an ROTC scheduled conflict or something prearranged with the instructor will result in a 2% reduction in your overall class participation grade for each occurrence. Additionally, every two classes you arrive late will equate to an absence for grading purposes and will impact both your overall grade, as well as your attendance. All absences, including those occurring due to ROTC functions, must be coordinated via email with the instructor.

All students even those who are not cadets are subject to the 80% rule. The 2% rule will be applied to unexcused absences on a case by case basis.

Class participation is 15% of the grade points available. In order to receive full credit for your class participation grade, you must attend all classes (or have an excuse approved by the instructor for any absences), attend the midterm counseling session on time, be prepared for class, ask relevant questions, participate and stimulate classroom discussion.

NOTE: ALL INFORMATION CONTAINED IN THIS SYLLABUS, OTHER THAN GRADE AND ABSENCE POLICIES MAY BE SUBJECT TO CHANGE WITH REASONABLE ADVANCE NOTICE.
IV. **CLASSROOM CONDUCT**

As a student taking courses designed to lead you toward a commission in the United States Air Force and/or a degree from Arizona State University, you have the responsibility to begin laying the foundation from which you can build a successful career. It is therefore incumbent upon you to listen, participate and learn what you can from this class. Do not underestimate the importance of this material to your future.

You should be at your chair at the beginning of class. All ROTC cadets will be in the prescribed uniform of the day. Civilian students will be in business attire. The **class leader** will call the room to attention when the commissioned officer instructor enters the room. In addition, call the room to attention whenever a commissioned officer who is senior to the officer already in the room enters. Five minutes prior to the scheduled end of class, the class leader will signal the instructor in a non-obtrusive manner. At the end of class, the **class leader** will again call the room to attention. I will dismiss each class. Before leaving, the class leader will provide the instructor with an updated attendance roster.

Food is NOT allowed in class but drinks ARE allowed in class as long as no mess is made. As soon as there is a problem this privilege will be taken away. All drinks must have a cap or lid on them. All cell phones will be turned to the silent/vibrate mode and will not be out during class.

V. **COMMUNICATION SKILLS**

**ORAL PRESENTATIONS**

**Presentation, US Regional Command Security Briefing:**

Each student will choose a country in the covered regions and is required to research, organize, and present a briefing on that country discussing its security environment and interest to the United States. This assignment will count for 15% of your final grade.

**Individual Impromptu Presentation:**

The impromptu speech will be a no-notice, random topic which the selected presenter must speak on. This is individual effort and graded as pass (50 points) or fail (25 points). For a passing grade, the student must talk for at least one minute, but no more than 2 minutes, and the presentation must have an introduction, main body and conclusion. This speech counts for 5% of your final grade.

**WRITING ASSIGNMENTS**

1. **Talking Paper:** One page paper proposing a new or changed law/amendment. This will be due 5 Sep and accounts for 5% of your final grade.

2. **Bullet Background Paper:** One to two page paper on the regional briefing topic. The paper is due on the first day of presentations (22 Oct) and accounts for 8% of your final grade.

3. **Background Paper:** Two to three page paper on a current military/national security issue or event chosen by the student. The paper should address at least 3 main points regarding the chosen topic. This will be due on 19 Nov and accounts for 12% of your final grade.

**NOTE:** ALL INFORMATION CONTAINED IN THIS SYLLABUS, OTHER THAN GRADE AND ABSENCE POLICIES MAY BE SUBJECT TO CHANGE WITH REASONABLE ADVANCE NOTICE.
VI. EXAMS

1-2 Quizzes will count for 5% of your grade.

The mid-term exam will count for 15% of your grade.

The final exam will count for 20% of your grade.

VII. MID-TERM COUNSELING SESSIONS

Each student must schedule a mid-term counseling session with the instructor. Mid-term counseling will be conducted beginning 30 September and must be complete by 1 November. All cadets will report in for their counseling in service dress uniform. Civilian students should come to their meeting dressed appropriately (business casual). During this session, I will provide each student with candid feedback on how well they are performing and areas requiring improvement. For cadets, it is your responsibility to bring an updated DARS report and have an up-to-date Form 48 on file prior to the counseling session. Each student must be prepared to discuss his/her class and ROTC goals, as well as any areas of concerns and plans for improvement if appropriate. At this time, I also expect you to provide constructive feedback to me on how the class/curriculum can be improved. I am committed to providing you with the best preparation for your future as an Air Force Officer or citizen, so your candid feedback is essential. Civilian students must complete a counseling session for full class participation credit.

VIII. GRADING AND EVALUATION CRITERIA

The following percentage breakdown, summarized here, determines your course grade:

<table>
<thead>
<tr>
<th>Graded Event</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Impromptu Brief</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Country Brief</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Talking Paper</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Bullet Background Paper</td>
<td>80</td>
<td>8%</td>
</tr>
<tr>
<td>Background Paper</td>
<td>120</td>
<td>12%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Mid Term</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Final</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You are expected to complete all required assignments before class and be prepared to participate in classroom activities. All speaking and writing assignments must be turned in on the date due to receive credit. I will accept late work or administer make-up exams for partial credit only in the most extreme circumstances.

NOTE: ALL INFORMATION CONTAINED IN THIS SYLLABUS, OTHER THAN GRADE AND ABSENCE POLICIES MAY BE SUBJECT TO CHANGE WITH REASONABLE ADVANCE NOTICE.
Final course grades will be awarded as follows:

<table>
<thead>
<tr>
<th>Grades:</th>
<th>A+ 97 - 100%</th>
<th>B+ 87 - 90%</th>
<th>C+ 77 - 80%</th>
<th>E &lt; 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 97%</td>
<td>B 84 - 87%</td>
<td>C 70 - 77%</td>
<td>D 60 - 70%</td>
</tr>
<tr>
<td>A- 90 - 94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To avoid any omissions, the upper limit of a range must be equal to the lower limit of the range directly above. Thus, a range of 87 to 90 includes all grades up to, but not including 90. The highest range does, however, include 100%.

IX. DISABILITY ACCOMMODATIONS

If you require disability accommodations in this class, see me as soon as possible. Information regarding disability is confidential and a reminder to students when requesting accommodation for a disability that they must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC.

X. PLAGIARISM POLICY

As future Air Force officers, we expect you to exemplify our Core Values, the most important of which is “Integrity First.” Plagiarism is the attempt to pass off someone else’s work as your own. Lying requires both the act and the intent to deceive, and I view plagiarism as lying in writing.

In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” [as] using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately.” You can find this definition at:

http://provost.asu.edu/academicintegrity

“We will not lie, steal, or cheat, nor tolerate among us anyone who does.”

XI. THREATENING BEHAVIOR POLICY

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

XII. TEXTBOOKS

1. National Security Affairs and Preparation for Active Duty (T-408)
2. The Armed Forces Officer (T-503)
3. Air Force Doctrine Document 1, 14 October 2011 (T-411)
4. APH 33-337, The Tongue and Quill, August 2004

NOTE: ALL INFORMATION CONTAINED IN THIS SYLLABUS, OTHER THAN GRADE AND ABSENCE POLICIES MAY BE SUBJECT TO CHANGE WITH REASONABLE ADVANCE NOTICE.
Textbooks will be provided electronically via the Blackboard website for the class. Additional class materials, including presentations, videos, handouts, etc., may also be provided via Blackboard. If you do not have access to the Blackboard site, you must inform me as soon as possible.

XIII. CONCLUSION

AES 401 presents a tremendous opportunity to broaden your understanding of the fundamentals of the national security strategy formulation and policy. As such, anticipate that this class will be both academically challenging and personally rewarding for each of you, provided you are prepared to work hard, to be receptive to new ideas, and to contribute your considerable insight. I look forward to learning alongside you this semester to make AES 401 a successful building block in your development as a future leader.

Attachments:
1. Class Schedule
2. Briefing Grade Sheet (Holm Center Form 6)

MICHAEL J. HALICK, Lt Col, USAF
Professor of Aerospace Studies

NOTE: ALL INFORMATION CONTAINED IN THIS SYLLABUS, OTHER THAN GRADE AND ABSENCE POLICIES MAY BE SUBJECT TO CHANGE WITH REASONABLE ADVANCE NOTICE.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TITLE</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Aug</td>
<td>Introduction to AES 401</td>
<td>None</td>
</tr>
<tr>
<td>27 Aug</td>
<td>US Constitution</td>
<td>Lesson 4</td>
</tr>
<tr>
<td>29 Aug</td>
<td>Role of the President, Executive Branch, Congress, and Civilian Control of the Military</td>
<td>Lesson 5</td>
</tr>
<tr>
<td>3 Sep</td>
<td>Department of Defense</td>
<td>Lesson 16</td>
</tr>
<tr>
<td>5 Sep</td>
<td>US Policy</td>
<td>Lesson 12</td>
</tr>
<tr>
<td>10 Sep</td>
<td>Making Strategy</td>
<td>Lesson 13</td>
</tr>
<tr>
<td>12 Sep</td>
<td>Terrorism</td>
<td>Lesson 6</td>
</tr>
<tr>
<td>17 Sep</td>
<td>The Evolving Nature of War</td>
<td>Lesson 15</td>
</tr>
<tr>
<td>19 Sep</td>
<td>The Need for Cross-Cultural Competence</td>
<td>Lesson 7</td>
</tr>
<tr>
<td>24 Sep</td>
<td>Relating and Communicating Cross Culturally</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>26 Sep</td>
<td>Cultural Visual Expeditionary Skills Training/ Setting the World Stage</td>
<td>Lessons 9 &amp; 10</td>
</tr>
<tr>
<td>1 Oct</td>
<td>USCENTCOM Area of Responsibility</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>3 Oct</td>
<td>US PACOM Area of Responsibility</td>
<td>Lesson 22</td>
</tr>
<tr>
<td>8 Oct</td>
<td>US AFRICOM Area of Responsibility</td>
<td>Lesson 23</td>
</tr>
<tr>
<td>10 Oct</td>
<td>Mid-Term</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>15 Oct</td>
<td>Fall Break</td>
<td>Student Region Briefing</td>
</tr>
<tr>
<td>17 Oct</td>
<td>Roberts Ridge Staff Ride</td>
<td>All Bullet Background Papers due</td>
</tr>
<tr>
<td>22 Oct</td>
<td>Region Briefings</td>
<td>Student Region Briefing</td>
</tr>
<tr>
<td>24 Oct</td>
<td>Region Briefings</td>
<td>Student Region Briefing</td>
</tr>
<tr>
<td>29 Oct</td>
<td>Region Briefings</td>
<td>Student Region Briefing</td>
</tr>
<tr>
<td>31 Oct</td>
<td>Citizen Airmen: The Total Force/ USAF Major Commands</td>
<td>Lessons 17 &amp; 21</td>
</tr>
<tr>
<td>5 Nov</td>
<td>Principles of War &amp; Tenets of Air Power</td>
<td>Lesson 14</td>
</tr>
<tr>
<td>7 Nov</td>
<td>Air Force Core Functions</td>
<td>Lesson 18</td>
</tr>
<tr>
<td>12 Nov</td>
<td>Air and Space System Capabilities</td>
<td>Lesson 19</td>
</tr>
<tr>
<td>14 Nov</td>
<td>Force Packaging</td>
<td>Lesson 20</td>
</tr>
<tr>
<td>19 Nov</td>
<td>Department of the Army</td>
<td>Lesson 24</td>
</tr>
<tr>
<td>21 Nov</td>
<td>Department of the Navy/Marine Corps</td>
<td>Background Papers due</td>
</tr>
<tr>
<td>26 Nov</td>
<td>Joint Operations</td>
<td>Lessons 25 &amp; 26</td>
</tr>
<tr>
<td>28 Nov</td>
<td>Thanksgiving</td>
<td>Lesson 28</td>
</tr>
<tr>
<td>3 Dec</td>
<td>Law of Armed Conflict</td>
<td>Lesson 29</td>
</tr>
<tr>
<td>5 Dec</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: ALL INFORMATION CONTAINED IN THIS SYLLABUS, OTHER THAN GRADE AND ABSENCE POLICIES MAY BE SUBJECT TO CHANGE WITH REASONABLE ADVANCE NOTICE.
<table>
<thead>
<tr>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
</tr>
<tr>
<td>No greeting; failed to introduce self; didn’t state topic/position and main points</td>
</tr>
<tr>
<td>Stated topic/position and main points; may have introduced self or greeted audience</td>
</tr>
<tr>
<td>Greeted audience, introduced self; stated topic/position and overview of main points</td>
</tr>
</tbody>
</table>

| BODY |
| Little or no information; poor support of main points; Inaccurate information; Externally used, inadequate sources (less than 3 sources) |
| Adequate development; lacks information; supports main points; adequate sources (full data) |
| Comprehensive development; extensive information; strong support for main points; skillfully incorporated sources |

| ADVOCACY (if required) |
| Argument unclear or unconvincing, reasons lacked credibility or validity, conclusion didn’t follow reasons |
| Credible and valid reasons, conclusion follows directly from reasons, argument clear and easy to follow |
| Compelling and convincing reasons, arguments extremely clear and direct, opposing arguments anticipated and refuted |

| CONCLUSION |
| Failed to state topic/position and main points; introduced new information or refuted; 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?’ |

| VERBAL EXPRESSION |
| Inappropriate movement; roiling, swooping, nervous; conversationally gripped or leaned on lectern; mechanical; inappropriate gestures; planned or mechanical gestures, or lack of gestures; “dead pan” or overly centered expression hindered presentation |
| Movement coordinated with dialogue; natural; some appropriate gestures; slanted 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 messages with hand and arm gestures and good facial expression |

| DELIVERY |
| EYE CONTACT |
| Misled; looked over heads, looked down or ignored listeners, distracted, stared; focused on visual aids or notes |
| Indulged of most listeners; few references to note, evenly distributed |
| Direct and imperious throughout; isolation of all listeners; distracting reference to notes (example—quote); slurred delivery and enhanced credibility |

| 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 |

<p>| ORGANIZATION |
| SLIDES |
| Inappropriate color, font, charts, graphs; 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, graphize contributed to the listener's understanding of subject; no slide errors; including spelling and grammar |</p>
<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>U (%)</th>
<th>OVERALL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MANDATORY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MET OBJECTIVE: Presented information in a factual manner, did not advocate a position (Info Brief), advocated position (Advocacy Brief)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TIME</strong> : (5-9 minutes for Info/Advocacy Brief) (5-7 minutes for AMS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREPARED BRIEFING (IAW APH 33-337)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL CONDUCT (Prepared, appropriate comments/language, maintained composure)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OVERALL GRADE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATING OFFICER COMMENTS**

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

<table>
<thead>
<tr>
<th>EVALUATING OFFICER SIGNATURE</th>
<th>DATE</th>
<th>REVIEWING OFFICER SIGNATURE (If Required)</th>
<th>DATE</th>
<th>EVALUATING OFFICER SIGNATURE BLOCK</th>
<th>REVIEWING OFFICER SIGNATURE BLOCK (If Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have read and understand the comments regarding my performance.</td>
<td></td>
<td></td>
<td></td>
<td>I do / do not wish to make a written statement.</td>
<td>STUDENT INITIALS</td>
</tr>
</tbody>
</table>

HOLMCENTER FORM 5, 20160222 (REVERSE)
AES 401 Textbooks

- T-408, National Security Affairs and Preparation for Active Duty
- T-503, The Armed Forces Officer
- T-411, Air Force Doctrine Document 1
- AFH 33-337, Tongue and Quill
United States Air Force

National Security Affairs and Preparation for Active Duty

AS 400 ROTC

2012/2013 Edition T-408

Jeanne M. Holm Center for Officer Accessions and Citizen Development
<table>
<thead>
<tr>
<th>LESSON</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Introduction to AS400</td>
<td>1</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>The Air Force Fraud and Complaint, Waste, and Abuse Program</td>
<td>3</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Substance Abuse Control Program</td>
<td>9</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>US Constitution</td>
<td>29</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Roles of the President, the Executive Branch, Congress, and Civilian Control of the Military</td>
<td>43</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Terrorism</td>
<td>61</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>The Need for Cross-Cultural Competence</td>
<td>79</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Handling Cultural Shock Effectively</td>
<td>93</td>
</tr>
<tr>
<td>Lesson 9</td>
<td>Examining Cultural Domains</td>
<td>107</td>
</tr>
<tr>
<td>Lesson 10</td>
<td>Setting the World Stage</td>
<td>129</td>
</tr>
<tr>
<td>Lesson 11</td>
<td>USCENTCOM Area of Responsibility</td>
<td>141</td>
</tr>
<tr>
<td>Lesson 12</td>
<td>US Policy</td>
<td>155</td>
</tr>
<tr>
<td>Lesson 13</td>
<td>Making Strategy</td>
<td>175</td>
</tr>
<tr>
<td>Lesson 14</td>
<td>Principles of War and Tenets of Air Power</td>
<td>191</td>
</tr>
<tr>
<td>Lesson 15</td>
<td>The Evolving Nature of War</td>
<td>193</td>
</tr>
<tr>
<td>Lesson 16</td>
<td>The Department of Defense</td>
<td>207</td>
</tr>
<tr>
<td>Lesson 17</td>
<td>Total Force</td>
<td>225</td>
</tr>
<tr>
<td>Lesson 18</td>
<td>Air Force Core Functions</td>
<td>237</td>
</tr>
<tr>
<td>Lesson 19</td>
<td>Air and Space System Capabilities</td>
<td>239</td>
</tr>
<tr>
<td>Lesson 20</td>
<td>Force Packaging</td>
<td>241</td>
</tr>
<tr>
<td>Lesson 21</td>
<td>USAF Major Commands</td>
<td>245</td>
</tr>
<tr>
<td>Lesson 22</td>
<td>USPACOM Area of Responsibility</td>
<td>265</td>
</tr>
<tr>
<td>Lesson 23</td>
<td>USAFRICOM Area of Responsibility</td>
<td>277</td>
</tr>
<tr>
<td>Lesson 24</td>
<td>Department of the Army</td>
<td>291</td>
</tr>
<tr>
<td>Lesson 25</td>
<td>Department of the Navy</td>
<td>305</td>
</tr>
<tr>
<td>Lesson 26</td>
<td>US Marine Corps</td>
<td>315</td>
</tr>
<tr>
<td>Lesson 27</td>
<td>The US Coast Guard</td>
<td>331</td>
</tr>
<tr>
<td>Lesson</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Lesson 28</td>
<td>Joint Operations</td>
<td>339</td>
</tr>
<tr>
<td>Lesson 29</td>
<td>Law of Armed Conflict</td>
<td>347</td>
</tr>
<tr>
<td>Lesson 30</td>
<td>Uniform Code of Military Justice (UCMJ)</td>
<td>361</td>
</tr>
<tr>
<td>Lesson 31</td>
<td>Military Law</td>
<td>387</td>
</tr>
<tr>
<td>Lesson 32</td>
<td>Military Law Case Studies</td>
<td>407</td>
</tr>
<tr>
<td>Lesson 33</td>
<td>The Airman's Creed and The Code of Conduct</td>
<td>413</td>
</tr>
<tr>
<td>Lesson 34</td>
<td>USEUCOM Area of Responsibility</td>
<td>433</td>
</tr>
<tr>
<td>Lesson 35</td>
<td>Bullet Statements with Impact</td>
<td>451</td>
</tr>
<tr>
<td>Lesson 36</td>
<td>Bullet Statement Practicum</td>
<td>457</td>
</tr>
<tr>
<td>Lesson 37</td>
<td>Performance Feedback</td>
<td>459</td>
</tr>
<tr>
<td>Lesson 38</td>
<td>The Enlisted Force</td>
<td>471</td>
</tr>
<tr>
<td>Lesson 39</td>
<td>Enlisted Evaluation System</td>
<td>489</td>
</tr>
<tr>
<td>Lesson 40</td>
<td>Officer Evaluation System</td>
<td>505</td>
</tr>
<tr>
<td>Lesson 41</td>
<td>Evaluation Concepts</td>
<td>521</td>
</tr>
<tr>
<td>Lesson 42</td>
<td>Advocacy Briefing And Prep</td>
<td>525</td>
</tr>
<tr>
<td>Lesson 43</td>
<td>USOUTHCOM Area of Responsibility</td>
<td>535</td>
</tr>
<tr>
<td>Lesson 44</td>
<td>Sexual Harassment Awareness</td>
<td>549</td>
</tr>
<tr>
<td>Lesson 45</td>
<td>Information Assurance, Computer Security, and Information Operations</td>
<td>565</td>
</tr>
<tr>
<td>Lesson 46</td>
<td>Suicide Awareness</td>
<td>585</td>
</tr>
<tr>
<td>Lesson 47</td>
<td>Operational Risk Management (ORM)</td>
<td>587</td>
</tr>
<tr>
<td>Lesson 48</td>
<td>NCO Perspectives</td>
<td>597</td>
</tr>
<tr>
<td>Lesson 49</td>
<td>Civilian Personnel</td>
<td>601</td>
</tr>
<tr>
<td>Lesson 50</td>
<td>USNORTHCOM Area of Responsibility</td>
<td>613</td>
</tr>
<tr>
<td>Lesson 51</td>
<td>Oath of Office and Commissioning</td>
<td>625</td>
</tr>
<tr>
<td>Lesson 52</td>
<td>Communication Studies Applications</td>
<td>643</td>
</tr>
<tr>
<td>Lesson 53</td>
<td>Cyberspace</td>
<td>645</td>
</tr>
<tr>
<td>Lesson 54</td>
<td>Nuclear Operations</td>
<td>655</td>
</tr>
<tr>
<td>Lesson 55</td>
<td>Air Force Employment Exercise (AFEX)</td>
<td>671</td>
</tr>
</tbody>
</table>
THE ARMED FORCES OFFICER

Headquarters
Departments of the Army, Department of Defense, The Navy, The Air Force, and The Marine Corps
Washington, DC
1 February 1988

UNCLASSIFIED
American Forces Information Service

The Armed Forces Officer

By Order of the Secretary of the Army:

Carl E. Vuono
General, United States Army
Chief of Staff

Official:

R. L. Dilworth
Brigadier General, United States Army
The Adjutant General

History. This publication has been organized to make it compatible with the Army electronic publishing database. No content has been changed.

Summary. This book is about American Armed Forces officers of all services and grades. It is an American book and makes no apology for its point of view. The book's roots are in the writings of both military and civil leaders; it depends heavily on the thoughts and philosophical guidance of Army Brig. Gen. S. L. A. Marshall, who wrote the original and classic "Armed Forces Officer." It was written to provide a foundation of thought, conduct, standards and duty for officers. Applicability. This official Department of Defense publication is for the use of personnel in the military services. Proponent and exception authority. The proponent is the Office of the Secretary of Defense, Washington. Suggested Improvements. Not Applicable. Distribution. THE ARMED FORCES

Contents (Listed by paragraph and page number)

Chapter 1
Special Trust and Confidence, page 2
Purpose of this Book • 1–1, page 1
The 200–Year Tradition of the Oath • 1–2, page 1
A Commission is Never Lightly Given • 1–3, page 1
A Lifestyle of Commitment, Dedication, and Fun • 1–4, page 1
There are Times of National Disenchantment • 1–5, page 1
The Nation Expects More from the Military Officer • 1–6, page 2
High Standards of Honor Versus the Flawed System of Buying Commissions • 1–7, page 2

*This publication supersedes DoD GEN–36/DA Pam 600–2/NAVEDTRA 46905/AFP 190–13/NAVMC 2563 (Rev. 75), dated July 22, 1975.


UNCLASSIFIED
Contents—Continued

Chapter 2
What Is an Officer?, page 3
The Making of a Good Officer • 2–1, page 3
Peace-at-any-Price Thinking • 2–2, page 3
An Armed Forces Officer’s Duty is Multi-Faceted • 2–3, page 3
Lessons from the Past and Adaptability Today • 2–4, page 4

Chapter 3
Responsibility and Privilege, page 5
RHP—Rank Hath Its Privileges • 3–1, page 5
Responsibility is Balanced with Privilege • 3–2, page 5
Abuse of Privilege in a Historical Context • 3–3, page 5
The Officer’s Job is to Put his or her People First • 3–4, page 5

Chapter 4
Planning Your Career, page 6
The Individual Takes Responsibility for Career Planning • 4–1, page 6
Seeking Opportunities and Getting Ahead • 4–2, page 7
Fundamental Concepts of Career Progression • 4–3, page 7
Doing Your Job Well Includes Schooling • 4–4, page 7

Chapter 5
Joint and Allied Duty, page 7
Understanding Cultures of the World • 5–1, page 7
The Need for Foreign Language Studies • 5–2, page 8
Types of National Duty • 5–3, page 8
Do Your Homework in Adjusting to the Host Nation • 5–4, page 8

Chapter 6
Keeping Your House in Order, page 9
Frequent Moves and Banking • 6–1, page 9
Cash Reserve and Saving • 6–2, page 9
Financial Preparations for Success • 6–3, page 9

Chapter 7
Where Is the Real Service?, page 10
The Mission Begins Wherever a Service Member is Assigned • 7–1, page 10
The System Functions If All Do Their Jobs • 7–2, page 10
Set the Standard at Your Post • 7–3, page 11

Chapter 8
Getting Along With People, page 12
People Respond the Way They are Treated • 8–1, page 12
The Thirteen Mistakes • 8–2, page 12
Mutual Respect Between People • 8–3, page 12

Chapter 9
Leadership, page 13
Famous Leaders from all Molds • 9–1, page 13
Colonel Warren Moore • 9–2, page 13
Management and Leadership Skills • 9–3, page 14
The Common Denominators of Leadership • 9–4, page 14

Chapter 10
The Mission, page 15
The System will Meet the Demand of the Mission • 10–1, page 15
Contents—Continued

All Members Must Take Responsibility • 10–2, page 15
When an Order is Given • 10–3, page 16
Decision-Making • 10–4, page 16

Chapter 11
Knowing Your Job, page 17
Mastering the Assigned Job Through Learning • 11–1, page 17
Knowledge to Utilize Resources Wisely • 11–2, page 17

Chapter 12
Writing and Speaking, page 18
Command is Exercised by Communication • 12–1, page 18
Writing • 12–2, page 19
Speaking • 12–3, page 20

Chapter 13
The Art of Instruction, page 21
The Essence of Teaching • 13–1, page 21
Example Itself as Teacher • 13–2, page 21

Chapter 14
Communicating With Your People, page 23
Counseling Subordinates • 14–1, page 23
Getting People to Talk • 14–2, page 23
Leadership is Communication Understood by both Parties • 14–3, page 23
Determining What Data to Communicate • 14–4, page 23
Skillful Listening • 14–5, page 23
Conveying Clear Information • 14–6, page 23
Trustworthy Information • 14–7, page 23
Articulating the Goals • 14–8, page 24
Lifestyle and Moral Codes • 14–9, page 24
Common Sense Rules • 14–10, page 24

Chapter 15
Discipline, page 25
Discipline is Essential • 15–1, page 25
Discipline Must Have a Purpose • 15–2, page 25
Saluting as a Symbol • 15–3, page 25
Accepting the Rules Makes a Society Work • 15–4, page 25
Differences Between Civil Sector and Military • 15–5, page 26
Leadership Achieves Willing Subordination • 15–6, page 26
Discipline & Morale in Balance • 15–7, page 26

Chapter 16
Reward and Punishment, page 26
The Idea of Justice • 16–1, page 26
Uniform Code of Military Justice • 16–2, page 26
Promoting the General Good • 16–3, page 27
The "Golden Rule"—Punishment for Those Deserving • 16–4, page 28
People Expect Their Due. • 16–5, page 28

Chapter 17
Morale, page 29
Adapting Tactics for Battle Situation • 17–1, page 29
Confidence in Wise Direction • 17–2, page 29
New Recruits • 17–3, page 29
Contents—Continued

Lesson of the Marines at Khe San • 17–4, page 30
The Art of Command • 17–5, page 30

Chapter 18
Esprit, page 30
Service to Loyalties • 18–1, page 30
Individualism Gives Way to Belonging to an Organized System • 18–2, page 31

Chapter 19
Moral and Physical Welfare, page 31
High Moral Standards • 19–1, page 32
Physical Training • 19–2, page 32

Chapter 20
Duty, page 33
Duty is the Framework of the System • 20–1, page 33
Doing what is Expected • 20–2, page 33
Purpose of the Military • 20–3, page 33

Chapter 21
American Ideals, page 34
The Service Officer’s Commitment to the Constitution • 21–1, page 34
Roles in the Military Establishment • 21–2, page 34
Constitutional Defense that is Legal and Moral • 21–3, page 34
Urge to Sacrifice in a Free Society • 21–4, page 34
Young People Learn Fundamental Skills Without Prejudice • 21–5, page 35
Responding to National Demands as the Legal Exercise of Authority • 21–6, page 35

Chapter 22
You and Your People, page 36
Developing People • 22–1, page 36
Understanding Motivation • 22–2, page 36
The Nation’s Sons and Daughters are Entrusted into the Military’s Care • 22–3, page 36
Creating a Team—Not Enemies • 22–4, page 36
Learning Names is Important • 22–5, page 36
Good Manners and Social Rules • 22–6, page 36

Chapter 23
The Code of Conduct, page 38
History of the Code • 23–1, page 38
Battle Lessons • 23–2, page 38
Code of Conduct • 23–3, page 39
A North Vietnam POW Relies on the Code of Conduct • 23–4, page 39

Chapter 24
Americans in Combat, page 40
Immediate Combat Versus Buildup Period • 24–1, page 40
Training and Collateral Studies Prepare the Officer for Combat • 24–2, page 40
Each Service has Differing Missions • 24–3, page 40
Fundamental Propositions are Holding True Since 1775 • 24–4, page 40
The Fundamental Propositions • 24–5, page 40

Chapter 25
Present and Future Trends, page 43
Military Technology Through History • 25–1, page 43
Sophisticated Systems Deliver Timely Information • 25–2, page 44
Contents—Continued

Some Systems Have Changed More Than Others • 25–3, page 44
An Officer Must Learn New Acronyms. • 25–4, page 44
Substance Abuse is Unacceptable • 25–5, page 44
Americans Deployed Abroad Can Become Targets • 25–6, page 45
An Officer Must be Aware of Family Pressures • 25–7, page 45
The Nuclear Threat is a Constant Concern • 25–8, page 45
International Geo-Politics Must be Studied to Assess Risks • 25–9, page 45
Being a Guardian of the Defense Budget • 25–10, page 46
Mutual Respect Yields an Effective Organization • 25–11, page 46

Appendixes

A. Suggested Reading, page 47
B. Acknowledgments, page 49
Air Force
Basic Doctrine,
Organization, and
Command

UNITED STATES
AIR FORCE

Air Force Doctrine Document 1
14 October 2011

This document complements related discussion found in Joint Publication 1,
Doctrine for the Armed Forces of the United States.
# TABLE OF CONTENTS

**PREFACE** ........................................................................................................ vii

**CHAPTER ONE—Doctrine** ................................................................. 1
  Doctrine Defined ........................................................................ 1
  Policy, Strategy, and Doctrine ................................................. 3
  Uses of Doctrine ....................................................................... 4
  Sources of Doctrine .................................................................. 6
  Levels of Doctrine .................................................................... 8
  Types of Doctrine .................................................................... 9
  Doctrine, Operating Concepts, and Vision ......................... 9

**CHAPTER TWO—Airpower** .............................................................. 11
  Airpower .................................................................................. 11
  The Foundations of Airpower ............................................... 13
  'Airmindedness' ..................................................................... 18
  The Airman's Perspective ...................................................... 19

**CHAPTER THREE—War** ................................................................. 21
  The Nature of War ................................................................... 22
  Traditional and Irregular War ............................................... 23
  Culture and War .................................................................... 24
  Levels of War ......................................................................... 25
  The Range of Military Operations ............................... 26

**CHAPTER FOUR—Principles and Tenets** ........................................... 29
  Principles of Joint Operations .............................................. 29
  Principles of War .................................................................... 29
  Unity of Command ............................................................... 30
  Objective ................................................................................ 30
  Offensive ............................................................................... 31
  Mass ...................................................................................... 32
  Maneuver .............................................................................. 33
  Economy of Force ................................................................. 33
  Security ................................................................................ 34
  Surprise ................................................................................ 35
  Simplicity ............................................................................. 35
  Additional Principles of Operations .................................... 35
  Unity of Effort ....................................................................... 36
  Restraint ............................................................................... 36
  Perseverance ........................................................................ 36
  Legitimacy ............................................................................ 37
  Tenets of Airpower .............................................................. 37
  Centralized Control and Decentralized Execution ........... 38
  Flexibility and Versatility ..................................................... 39
  Synergistic Effects ................................................................. 40
  Persistence ............................................................................ 40
The

Tongue and Quill

AFH 33-337
1 AUGUST 2004

Communication is an essential tool for the twenty-first century Air Force
THE

CONTENTS

PART I: COMMUNICATION BASICS ................................................................. 1
  Chapter 1: A Basic Philosophy of Communication .................................. 3
  Chapter 2: Seven Steps to Effective Communication: An Overview .......... 9

PART II: PREPARING TO WRITE AND SPEAK ............................................. 15
  Chapter 3: Analyzing Purpose and Audience ....................................... 17
  Chapter 4: Researching Your Topic .................................................... 25
  Chapter 5: Supporting Your Ideas ....................................................... 41
  Chapter 6: Organizing and Outlining Your Thoughts ............................. 55

PART III: WRITING WITH FOCUS ............................................................... 63
  Chapter 7: Writing Your Draft ............................................................ 65
  Chapter 8: Editing Your Draft ............................................................ 91
  Chapter 9: Fighting for Feedback and Getting Approval ......................... 105

PART IV: FACE-TO-FACE: SPEAKING AND LISTENING ............................ 113
  Chapter 10: Air Force Speaking .......................................................... 115
  Chapter 11: Effective Listening Strategies .......................................... 131

PART V: WORKPLACE CHALLENGES ......................................................... 141
  Chapter 12: Electronic Communication .............................................. 143
  Chapter 13: Meetings ........................................................................... 155